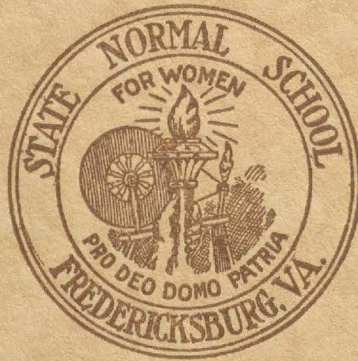


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JUNE, 1918

No. 2

BULLETIN
OF THE
STATE NORMAL SCHOOL
FREDERICKSBURG, VA.



Seventh Annual Catalogue

CATALOGUE 1917-1918

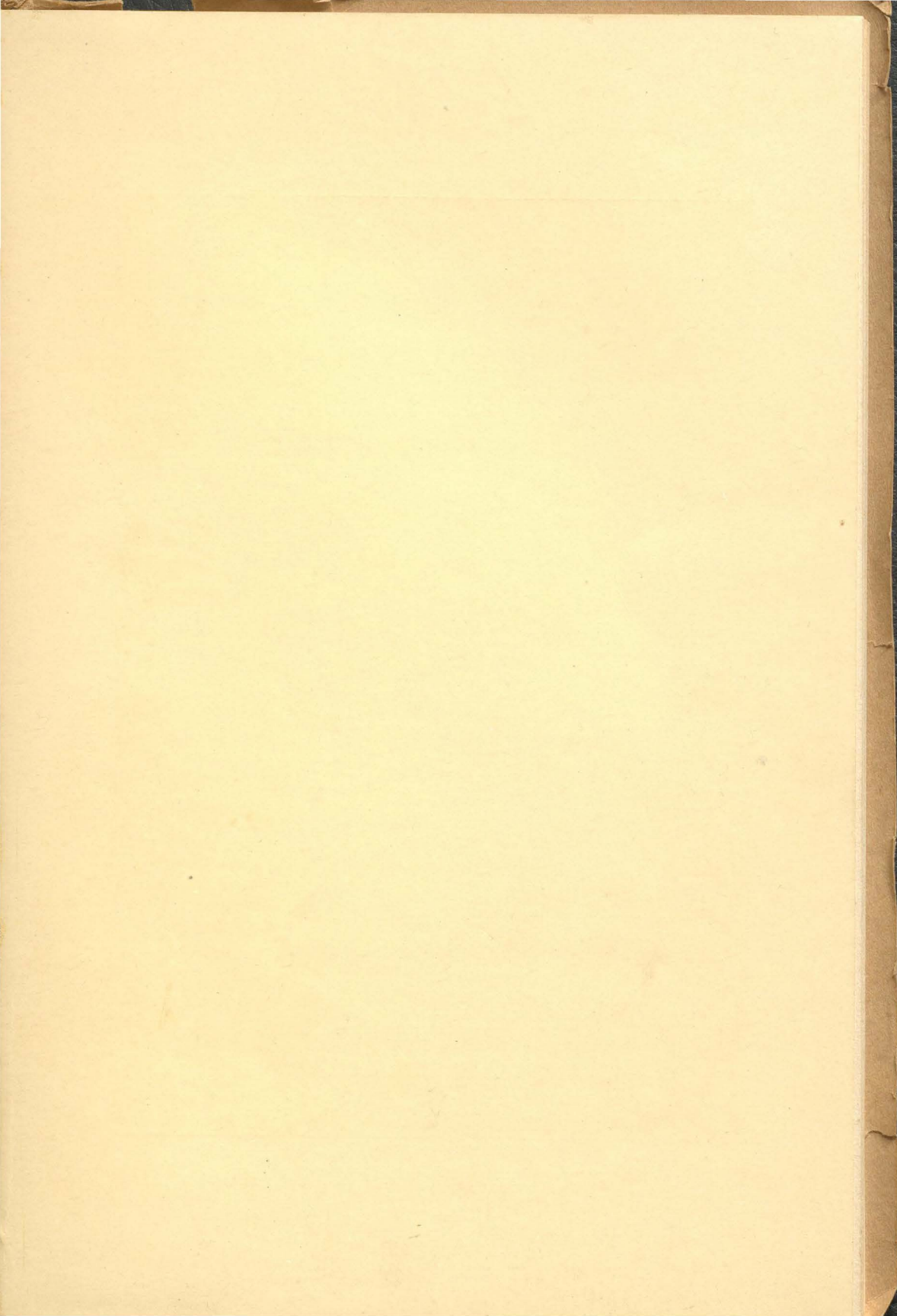
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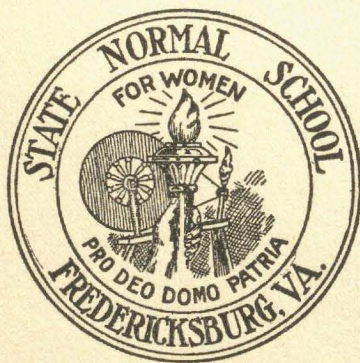
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SEVENTH ANNUAL CATALOGUE

State Normal School

For Women

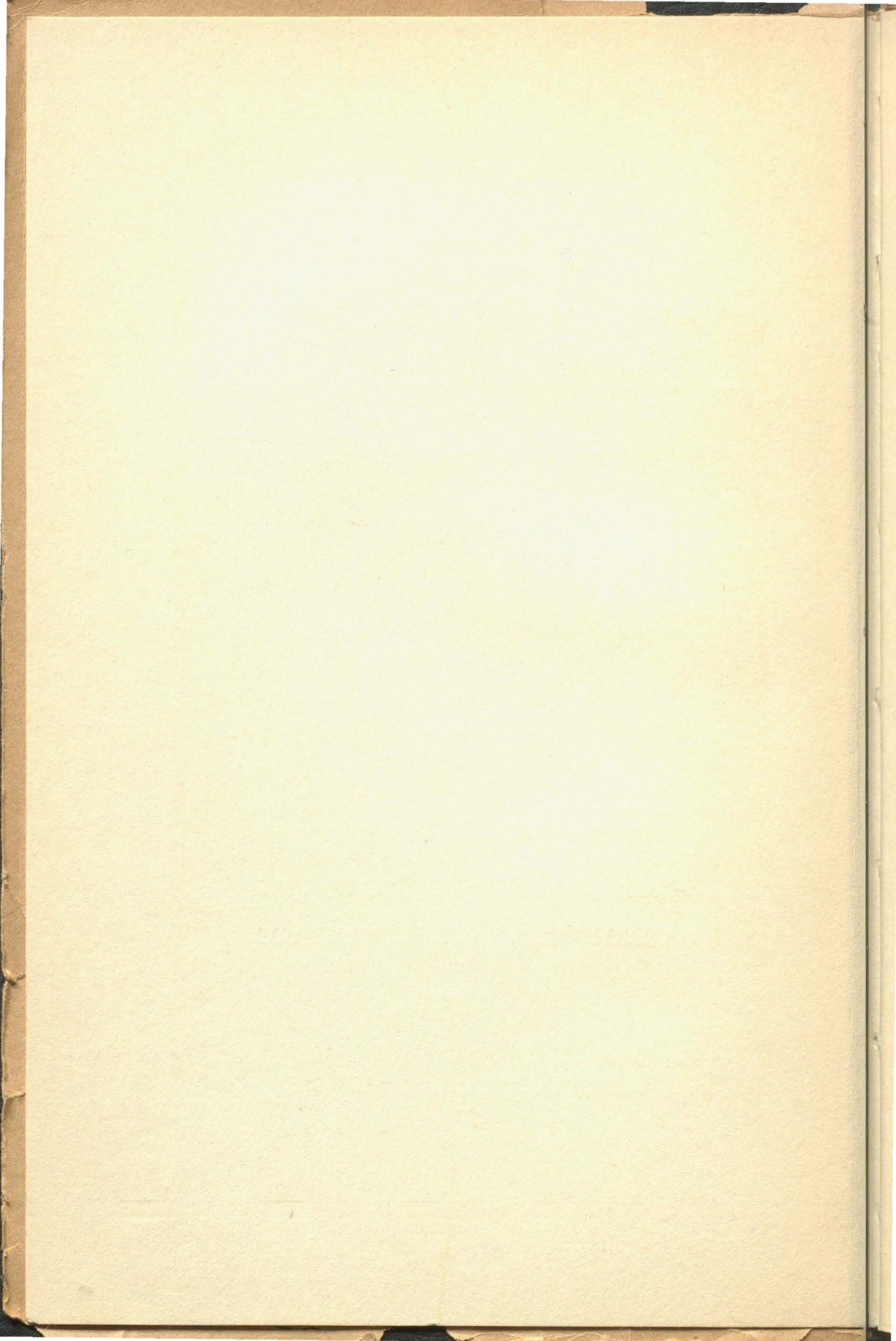
Fredericksburg, Virginia



CATALOGUE FOR 1917-1918

ANNOUNCEMENTS FOR 1918-1919

Session Opens September 17, 1918



Contents

	PAGE
Athletic Field	26
Athletics	26-27
Athletic Trophy	28
Application for Admission	131
Business and Home Departments.....	13
Buildings	22-24
Basket-Ball, Tennis, etc.	27-28
Calendar	6-7
City of Fredericksburg	21-22
Courses of Study	43
Courses of Study for Session 1918-1919.....	50-58
Costs	42
Day Students	35
Drawing	80-81
Degree Courses	43-44
Description of Courses	59
Education	59-70
Extension Work	29
Employment Scholarships	36-37
Entrance Credits and Classification	45-48
Excursions	31-32
Expenses	41
English	70-73
Faculty	9-12, 29
French	93-95
Faculty Committees	14
Fredericksburg Public Schools.....	15-16
Gymnasium	26
Geography	88-89
Graduates	125-128
History of the School	17-18
Health of the Students	34-35
History	84-88
Household Arts	96-102
Home Life	37-38
Instrumental Music	28
Industrial Arts	103-110
Library	25-26
Location	21
Latin	90-93
Lectures and Entertainments	32
Literary Societies	37
Mail Service	30
Mathematics	73-76
Music	110-113
Normal School Board	8
Natural Science	76-84
Offices Held by Students.....	39

	PAGE
Place of a Normal School in a Scheme of Education.....	18-20
Positions for Students	41
Physical Education	113-117
Quarter Basis	49
Rural High-School Contests	27
Rural School Practice Teaching.....	31
Records and Reports	48
Selection of Work	48-49
Special Scholarships	35-36
Special Courses	44-45
State High-School Course	129-130
State Scholarships	35
Student Loan Fund	36
Student Aid Fund	36
Student Government	38-39
Students' Dresses	40
Teacher's Creed	5
Text-Books	29
Training School	30-31
Visitors	40
Word to Superintendents and Trustees.....	40-41
Writing	73
Young Women's Christian Association	33-34

A Teacher's Creed

I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others.

I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and in out of doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.

1918

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27	28	29	30	25	26	27	28	29	30	31	29	30

Calendar 1918-19

September 17.....	School opens
September 17.....	Registration Day
September 18.....	Classes organized
November 28.....	Thanksgiving holiday
December 19 (Noon).....	Christmas holiday begins
January 2 (Morning).....	School reopens
June 7.....	Class-day Exercises
June 8.....	Baccalaureate Sermon
June 9.....	Commencement Address
January 31 (Inclusive).....	First Term ends
December 19 (Noon).....	First Quarter ends
March 23 (Inclusive).....	Second Quarter ends
June 6 (Inclusive).....	Third Quarter ends
October 15.....	First school month ends
November 12.....	Second school month ends
December 10.....	Third school month ends
January 19.....	Fourth school month ends
February 16.....	Fifth school month ends
March 16.....	Sixth school month ends
April 13.....	Seventh school month ends
May 11.....	Eighth school month ends
June 8.....	Ninth school month ends
November 27.....	End First report period for High School
April 4.....	End Third report period for High School

NOTES

The dormitory will be open for boarders and dinner will be served on Monday, September 16th. All new students, and those former students who are candidates for special examinations, will report to the Dean on September 16th and 17th, so that they will be ready for special examinations September 23d.

Students returning late after holidays or leaving before holiday begins will be given zero on every recitation missed unless excused by the Dean. Such excuses will not be given except under very unusual circumstances.

Students may enter in the High-School Department at the beginning of either term, and in the Professional Department at the beginning of any quarter.

Reports will be mailed parents at the close of each quarter for the professional students and four times during the session for the high-school students.

The schedule of lectures for 1918-19 is printed separately, and will be adhered to strictly. Students are requested to note this schedule and to plan their work accordingly.

Virginia Normal School Board

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Session 1917-1918

The order in which the names occur has no special significance.

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Richmond City High School, Richmond College, and V. M. I.; Principal of Schools at Pulaski City; Commandant at Fishburne Military Academy; Superintendent of Schools, Bristol, Va.; State School Examiner; Founder and Conductor of Summer School for Teachers at Emory and Henry College; Conductor Summer School at Fredericksburg, Va.; President State Teachers' Association, 1914; President Fredericksburg State Normal, 1911—.

A. B. CHANDLER, JR., B. A., M. A.

DEAN AND RURAL SCHOOL PROBLEMS

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and M. A., University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of *News-Leader*; Fredericksburg State Normal School, 1911—.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg State Normal School, 1911—.

BUNYAN Y. TYNER, B. A., M. A.**EDUCATION**

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal the Wingate High School of North Carolina; Fredericksburg State Normal School, 1912—.

LUCY S. SAUNDERS, B. S.**TRAINING SCHOOL SUPERVISING PRINCIPAL**

Graduate State Normal School, Huntington, W. Va.; B. S. Teachers' College, Columbia University, with Special Diploma in Supervision; Teacher in Private Schools of Virginia and Mississippi; Teacher and Principal in Public Schools of Virginia; Supervisor Elementary School, Emporia, Va.; County Supervising Principal, Greenville County, Va.; Fredericksburg State Normal School, 1916.

MARY SOMERVILLE GAMMON, B. A.**ENGLISH**

Preparatory Education in Public and Private Schools of Tennessee; B. A., University of Tennessee; Summer Courses, Summer School of the South; Instructor, Sullins College; Instructor in English and Latin, Ward Seminary; Instructor in English and Chairman of Classification Committee, Stuart Hall; Secretary Virginia Association of Colleges and Schools for Girls; Head of Department of English, Fredericksburg State Normal School, 1916—

SOPHRONIA DYER

Graduate State Normal School, Florence, Ala.; Student Summer School of the South, Columbia University, and University of Chicago (Summer Sessions); Teacher Public Schools, Alabama; Critic Teacher Harrisonburg, 1914-16; Supervisor of Training School, London, Ky., 1916; Harrisonburg (Summer Session), 1915-17; Fredericksburg State Normal, 1917-18.

EPSIE G. CAMPBELL, B. M., B. S.

Educated in South Georgia College and Bessie Tift College; B. M., Bessie Tift College; Barilli School of Music; Student at American Institute of Applied Music; B. S., Columbia University; Special Diploma in Household Arts Education, Teachers' College; Teacher of Piano, Theory, and Harmony, Bessie Tift College; Head of Household Arts Department Bessie Tift College; Head of Household Arts Department, Fredericksburg State Normal School, 1916—.

OLIVE M. HINMAN**MANUAL TRAINING AND DRAWING**

Educated under Private Tutors in Norfolk and Atlanta; Graduate Farmville State Normal; Special Student in Chicago and New York; Special

Drawing Demonstrator for Prang Co. in several States; Supervisor of Drawing, Columbia, Pa.; Teacher of Drawing in several Virginia Summer Schools; Student of Fine Arts at Columbia; Fine Arts Diploma from Teachers' College; Teacher in Summer School of University of Vermont; Fredericksburg State Normal School, 1911—.

VIRGINIA M. GOOLRICK, B. S.

HISTORY

Educated in Private and Public Schools and the High School of Fredericksburg; Summer Courses at University of Virginia and Columbia University; B. S. of Columbia University; Two Years' Course at Teachers' College; Diploma in History, Teachers' College; Instructor in Virginia Summer Schools; Teacher in Public Schools of Fredericksburg; Scholarship in History at Teachers' College, 1910-11; Fredericksburg State Normal School, 1911—.

ROY S. COOK, B. S., M. S.

ASSISTANT IN SCIENCE AND MATHEMATICS

Preparatory Education at Miller School, Miller School, Va.; B. S. and M. S., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of Public High School at Accomac, Va.; Fredericksburg State Normal School, 1916—.

ETHEL BLACK, B. A., M. A.

LATIN AND MODERN LANGUAGES

Preparatory Education in Public Schools of Norfolk, Va.; B. A., Randolph-Macon Woman's College; Teacher in Statesville Female College, Statesville, N. C.; Instructor in Latin in Randolph-Macon Woman's College; Holder of Curtis Scholarship at Columbia University; M. A., Columbia University; Fredericksburg State Normal School, 1914—.

EULA D. ATKINSON

RURAL ARTS

Graduate State Normal School, Florence, Ala.; Teachers' College, Columbia University; Chicago University Summer School; Supervisor of Training School of State Normal School, Jacksonville, Ala.; Supervisor of Rural Schools, Calhoun County, Alabama; Department of Rural Schools, Illinois Normal University, Normal, Ill.; Department of Rural Schools, Salem College, Salem, W. Va.; Fredericksburg State Normal School, 1914—.

EDITH M. KELLER, B. A.

PUBLIC SCHOOL MUSIC

Graduate of High School, Upper Sandusky, Ohio; B. A., Ohio Wesleyan University, Delaware, Ohio; Graduate of Ohio Wesleyan School of Music; Special Diploma in Pipe Organ, Delaware, Ohio; Summer Course Ohio State University; Graduate of Music Supervisors' Department, Cornell University; Teacher in Public Schools of Upper Sandusky and Delaware, Ohio; Supervisor of School Music, Public Schools, Fremont, Ohio; Church Organist and Choir Director, Upper Sandusky, Delaware, and Fremont, Ohio; Director Music Department, Fredericksburg State Normal, 1917.

GRACE HOUCHEN**DIRECTOR PHYSICAL EDUCATION**

Graduate High School and Normal School, Washington, D. C.; Summer School, Department of Physical Education, Harvard University; Aesthetic Dancing under Private Teachers; Teacher of Primary Grades, Public Schools, Washington, D. C.; Teacher of Elementary Grades, Industrial Home School, Washington, D. C.; Supervisor of Physical Education, Public Schools, Washington, D. C.; Summer Playground and Industrial Work, Washington, D. C.; Summer School, Fredericksburg State Normal; Director Physical Education, Fredericksburg State Normal School, 1916.

NORA C. WILLIS**INSTRUCTOR IN INSTRUMENTAL MUSIC—PIANO**

Educated in Public School of Fredericksburg; Graduate in Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Fredericksburg State Normal School, 1911—.

CHARLOTTE ROSS PEOPLES, A. B.**GRAMMAR GRADE SUPERVISOR AND ENGLISH**

Graduate of the Central Michigan Normal, and A. B. of the University of Michigan; experience in the Public Schools of Michigan; Instructor in English and History and Principal of the High School, Mancelona, Mich.; Principal of the Benzie County Normal, Frankfort, Mich.; Fredericksburg State Normal School, 1914—.

GRACE K. TANNER**ASSISTANT IN HOUSEHOLD ARTS**

Graduate Fredericksburg State Normal, 1915; Teacher Household Arts, Cape Charles High School, 1915-16; Special Student Household Arts, Teachers' College, Summer 1917; Assistant Household Arts, Fredericksburg State Normal, 1916—.

J. LOUISE LEWIS**ASSISTANT IN INDUSTRIAL ARTS**

Graduate Fredericksburg State Normal, 1915; Teacher Manual Arts, Glen Allen High School, 1915-16; Special Student Industrial Arts, Teachers' College, Summer 1917; Assistant in Industrial Arts, Fredericksburg State Normal, 1916—.

MARION C. FORBES**HEAD OF THE HOME**

Graduate of State Female Normal School, Farmville; taught for several terms in Public Schools of Houston and Radford, Va.; Head of the Home at Woman's College, Richmond, Va.; Fredericksburg State Normal School, 1911—.

MARGARET V. JONES**LIBRARIAN**

Graduate of Staunton High School; one year at Mary Baldwin Seminary; Graduate of Library Training School, Carnegie Library of Atlanta, Ga.; Children's Librarian in Cleveland Public Library, Cleveland, Ohio; Fredericksburg State Normal School, 1917.

Business and Home Departments

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MARION C. FORBES.....	<i>Head of the Home</i>
MRS. MARY B. CHEW.....	<i>Assistant to the Head of the Home</i>
MRS. PARKE D. CARTER.....	<i>Housekeeper</i>
DR. C. MASON SMITH.....	<i>School Physician</i>
LEON CLARKE.....	<i>Bookkeeper</i>
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 ETHEL BLACK VIRGINIA M. GOOLBRICK

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By an arrangement between the two Boards of Trustees, the primary and grammar grades of the Fredericksburg Public Schools are used as the observation and training school for the State Normal School.

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A. B., William and Mary College; Graduate in Education, University of Virginia; M. A., Columbia University, N. Y.

LUCY S. SAUNDERS

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FIRST GRADE

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MYRTLE TOWNES, CRITIC TEACHER

SECOND GRADE

State Normal School, Farmville, Va.; Teachers' College Summer School

HELEN M. WINSTON, CRITIC TEACHER

THIRD GRADE

State Normal School, Farmville, Va.

BERTHA SCRIMGER, CRITIC TEACHER

FOURTH GRADE

Public Schools, Bristol, Va.; State Normal School, Farmville; Summer Sessions, Columbia University, N. Y.

SELMA ULMAN

FOURTH GRADE

Fredericksburg Public Schools; Summer Session, University of Virginia; Summer School, Cornell University.

CARRIE M. DUNGAN, CRITIC TEACHER

FIFTH GRADE

State Normal School, Farmville, Va.; Teachers' College Summer School

ALICE STEARNES

FIFTH GRADE

MAGGIE HONEY, CRITIC TEACHER

SIXTH GRADE

Fredericksburg Public Schools; Summer Sessions, Columbia University, N. Y.

CATESBY WILLIS

SIXTH GRADE

MRS. EMMA EULISS

SEVENTH GRADE

State Normal School, Farmville, Va.; Summer School, Fredericksburg Normal

MRS. A. M. KING

SEVENTH GRADE

Private Schools; Summer School, Fredericksburg Normal

State Normal School

For Women

at Fredericksburg, Va.

HISTORY OF THE SCHOOL

The State Normal School for Women at Fredericksburg, Virginia, was established by Act of the General Assembly of Virginia of March 14, 1908. See Chapter 284 of the Acts of the Assembly of that year.

Some of the provisions of that Act are:

First. That for the establishment of the State Normal School for Women at Fredericksburg the sum of \$25,000 should be available on and after February 28, 1909, upon the condition that the said school be established near or within the corporate limits of the city of Fredericksburg, in the county of Spotsylvania or Stafford; and upon the further condition that an appropriation of not less than \$20,000 be paid by the city of Fredericksburg and county of Spotsylvania or Stafford upon the establishment of the said school, and that the site and plans for the buildings for the said school be submitted, inspected, and approved by the State Board of Education.

Second. That the said school should be under the supervision, management, and government of the Board of Trustees, consisting of ten members appointed by the Governor and ratified by the Senate. The Superintendent of Public Instruction is to be an *ex-officio* member of said Board, and also a member of the Executive Committee, should such a committee be appointed by the Board.

Third. That said Board shall be a body corporate under the name and style of the State Normal School for Women at Fredericksburg, Virginia.

For a full text of this Act reference is made to pages 427-8-9 of the Acts of Assembly of 1908.

The General Assembly in 1910 made an additional appropriation for buildings and equipment of \$120,000.

The first Board of Trustees was appointed by Governor Claude A. Swanson.

Sufficient initial appropriations for the establishment of this school were made by the Legislature creating it, to provide two handsome buildings, a dormitory, and an administration building.

The Legislature of 1912, despite the depleted condition of the State Treasury, showed its allegiance to normal education and its friendliness to this school by sufficient additional appropriations to continue the work so auspiciously begun the first session of the school. Subsequent Legislatures have added sufficient funds for an additional dormitory, a power-house, improvement of grounds, equipment of classrooms, and general maintenance. The corner-stone of the administration building was laid July 4, 1911. Though neither building was quite completed the first session, the school began on schedule time, September 26, 1911.

THE PLACE OF A NORMAL SCHOOL IN A SCHEME OF EDUCATION

The idea is prevalent among some not in touch with the modern spirit of education and educational ideas that a classical education is all-sufficient for a successful teacher. This fact is due to the tardy recognition of the professional teacher.

The knowledge of the subject-matter is essential, but it is not the only essential. Of equal importance is knowledge of how to properly present that subject-matter. There are many excellent teachers of to-day who have never had the advantage of a normal-school education, but their success has been won in spite of that fact and not because of it.

The educational progress which has been made in Virginia during the past ten years through the progressive policies of the State Department of Education and the liberal legislative appropriations for public instruction has been nothing short of marvelous. This educational awakening in the old Commonwealth amounts to a renaissance. Practical evidences of this most commendable progress are visible in every section of the State. This progress has been due to a number of coöperative influences and forces. Among these the most potent of all is the teacher herself. Under the new order of things the professional zeal and equipment of the teachers of Virginia have been greatly increased. Nor is it desired that this progress should cease. It is a truism that "as is the teacher, so is the school." However comfortable the school-house may be, however complete its equipment, the school itself will be a failure unless the teacher in charge is interested, able, enthusiastic, and professionally equipped for her duties of instruction and leadership.

It is a noteworthy fact also that during this period of educational progress the salaries of the teachers have considerably increased.

There is a most insistent demand all over the State for professionally trained teachers. The best positions and the best salaries are open to the best-equipped teachers. No teacher of spirit and ambition should be willing to be a poor or mediocre teacher if it is possible for her to become a teacher of the first rank. There is always room at the top.

The principal function of a normal school should be twofold: first, to provide that type of instruction which will best prepare young women to become successful teachers in the public schools of the State; second, to give a healthy stimulus to all right impulses and to prepare young women for the responsible duties of home-makers. So that, whether a young woman wishes to become a teacher or not, the kind of training which a normal school should provide for her should be such as to produce culture, refinement, and a practical acquaintance with those domestic utilities which will best fit her for her sphere of influence in the home. The future generation of women in this Commonwealth will have more to do with determining the character of its future citizenship than any other influence. The happiness of the home will largely depend upon the ability of the young women of the State to meet the responsibilities of the home life. It is the duty and purpose of this school, therefore, always to have before it this double mission.

Reduced to its final analysis, a true conception of the philosophy of life teaches that success is measured by service. It shall be the business of this school, therefore, to prepare the young women entrusted to its charge for the highest type of service, whether in the schoolroom or in the home or in society. For the attainment of this end it is believed that the kind of education offered by a normal school of this character is best suited. Many arguments could be advanced to sustain this contention. It is sufficient to say that this fact is recognized the country over by educational experts.

The curriculum of a normal school should embrace instruction in three general fields: first, classical and cultural studies; second, science and methods of teaching; third, observation and practice teaching under trained experts.

The teacher must know the facts of the subjects which she is to teach, she should be well versed in the accepted methods of instruction in these subjects, and she must have practical experience in teaching under expert suggestions and criticisms before she is prepared unaided to take charge of a school and to teach and manage it successfully. It is the object of this school to meet fully all three of these conditions. A normal-school education, if it is anything, should be intensely practical. Theory and practice must go hand in hand. Education that is of most worth is that which prepares for the highest

efficiency in citizenship. A school that sets a lower standard than this will never attain the highest ideals. Practical insight into many of the complex and perplexing problems of the civic life of the State and nation should form a part of a normal-school education. In this way the youth of the next generation who are to become the citizens of the republic can be prepared properly for the duties and responsibilities of useful citizenship.

The demand in Virginia for normal-school education has been most pronounced. The establishment by the State of this and other normal schools is evidence of this demand. Superintendents everywhere in the State are trying to secure normal-school graduates for their best schools. The demand exceeds the supply. In view of the ever-expanding practical utilities of our life it is essential that the course of study in this school should be sufficiently broad and strong to include manual training, domestic science, rural arts, and other phases of industrial education. A student should be prepared to help solve the many troublesome but practical problems of industrial life that will arise in the home, in the community, and in the State; in other words a normal-school graduate should mean more than a mere "school-marm." She should be interested in and acquainted with all of the practical problems of life, however remotely these may touch upon her vocation as a teacher. As Spencer says, "Education should prepare for complete living." The education which this school provides will aim, therefore, to prepare for this larger view of life and of service.

On its academic side instruction is given from the professional viewpoint. The purpose is not merely to teach the facts of the subject, but also to present these facts in such a way as to train the student to teach others.

Uppermost in the thought of this school will be the conception that the young women within its walls should be trained, not merely to occupy the best positions as teachers, but also to occupy with grace, dignity, and intelligence their natural positions in the home circle. Consequently, the energies of this school will be focused as well upon those influences that contribute to the development and elevation of the home life as upon those which prepare specifically for the schoolroom. The school will render its greatest service to the State when its work accords with the life and environment of the student. To this end this school will work for bettering Virginia conditions and solving Virginia problems. That type of education and attitude which tends to create unrest and dissatisfaction with the local conditions of the students' home life is positively harmful. It shall be the aim of this school to educate the student in and for that life rather than away from it, to show how that life may be made most attractive, to beautify and enrich it, and to develop its latent forces into dynamic power for good.

LOCATION

The school property consists of more than sixty acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. Six acres of this tract consist of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school. The grounds are connected with this street by a new driveway and cement walk. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

Plans are now being carried out for laying off the grounds under the direction of an expert landscape architect so as to provide suitable driveways, walks, and terraces. As rapidly as money can be obtained for the purpose this work of beautifying the property will be pushed, till finally it will stand as one of the most beautiful schools in our entire Southland. Already the road through the grove has been graded, and the east front has been opened and greatly improved. The campus itself has been leveled and sown to grass.

THE CITY OF FREDERICKSBURG

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-gauge road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International highway, which has been almost completed at a cost of many millions of dollars, passes through this city. Upon the completion this summer of the Richmond-Washington link of this highway, Fredericksburg will be connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Hundreds of tourists now visit the city every year and these undoubtedly will reach into the thousands upon the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for his seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the Nation during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the normal-school property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has recently adopted the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

BUILDINGS

The Virginia Normal School Board has named the old dormitory Frances Willard Hall and the new one Virginia Hall.

The buildings are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.

A separate building has been constructed for the heating plant, storage tanks, the electric-light plant, and the laundry has been enlarged.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Dean, of the Treasurer and Bookkeeper, the library, the Y. W. C. A. room, and literary society halls.

The dining-room will seat about three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of the new dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

These buildings are among the most artistic, modern, and thoroughly equipped dormitories in the South. The buildings are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. There are broad stairways at the ends of the buildings, thus minimizing the danger incident to fire.

Each student's room is finished in mission style. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of tub and shower baths. The buildings are heated with steam and lighted with electricity.

Russell Hall, the handsome and imposing administration building, was named by the Board of Trustees in honor of E. H. Russell, the President of the school, as a testimonial to his services in connection with the establishment of the school. This building stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the dormitories.

In the basement are the swimming-pool, dressing-rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the rest-rooms for day students, the post-office and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, and other lecture rooms.

The second floor contains the departments of Household Arts, Chemistry, Physics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

SCHOOL EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The school has made wonderful progress in providing itself with furniture, equipment, and apparatus essential for good work. The Chemistry and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few schools have so full and complete a science equipment necessary for the special instruction that the school is intended to offer.

The school is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

In the industrial department every effort is made to provide the most helpful and up-to-date equipment.

The Industrial Arts Department occupies five large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of hand-work, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for school gardens and outdoor work of all kinds.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety. These with the rolling nature of the grounds and the rural surroundings constitute a natural equipment unsurpassed for this department.

All necessary equipment is provided in this department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The school is planning to build and equip a hothouse for the use of this department.

Plans are also being developed for providing suitable yards for the scientific study of poultry.

The Household Arts Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The school is connected with the city system and uses the city gas.

Ample equipment, consisting of a large number of exhibits, has been installed for use in the Department of Industrial and Commercial Geography.

Suitable equipment for the Biological Department will be added, according to the needs of the department, to supplement the equipment now on hand.

The school at present owns six pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

For lectures in art appreciation and other illustrated lectures, the school owns an excellent electric lantern and a balopticon.

A complete motion-picture outfit has also been installed in the school.

Plans are also being made to equip a Commercial Department, for the study of typewriting, stenography, bookkeeping, and a regular business course. This course will be offered as soon as practicable.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular school desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but, at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the school has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

LIBRARY

The library occupies a large room in the new dormitory, and is under the care of a trained librarian and a committee of the faculty. It is a well-selected, working library of over 3,500 volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of the magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

GYMNASIUM

The gymnasium, located in the administration building, is large and well equipped with apparatus for use both in regular courses and in anthropometric examinations. Convenient to the gymnasium are the dressing-rooms, showers, and swimming-pool. In cold weather the water in the pool can be heated so that instruction in swimming as well as excellent exercise can be enjoyed at any time.

Gymnastic work is required of all students in the school, except those who are excused in writing by a practicing physician.

All work in Physical Education and Athletics is immediately under the control of the Physical Director.

A uniform costume for all gymnastic work is required. It consists of short, full bloomers of black, lusterless material, preferably a plaited model. With the bloomers is worn a middie with white collar and cuffs, black middie tie, and regulation black ballet slippers. The slippers may be ordered from any large shoe store or mail-order house or may be obtained in Fredericksburg. It is desired that students provide themselves with the above-described uniform before coming to the school. If this is not practicable, however, it can be secured at the school after entrance at as near cost as possible.

ATHLETIC FIELD

Two hundred yards from the main buildings is the athletic field. This contains a cinder track, tennis and basket-ball courts, and base-ball diamond, and is otherwise equipped with playground apparatus.

ATHLETICS

Interest in various forms of athletics is encouraged. The school has a thriving Athletic Association, which is composed of practically the entire student body. Upon the payment of a small fee, membership cards are issued which serve as passes to all events given for the athletics fund.

Preparation for the games of the Interclass Basket-Ball series occupies a great part of the winter's recreation period. Each class has its own team and a series of six games is played, the champion team thus winning a certain number of points toward the trophy cup.

The next event on the athletic schedule is the Gymnastic Tournament. Entrance in this contest is optional with the students, and the possession of a silver cup for one year is given the girl who, in the opinion of the judges, excels in grace, poise, and correctness of form.

The Tennis Tournament is one of the most interesting events of the season. Practice begins as soon as spring arrives and continues until late in April, when the games are played.

Instruction is given the girls in field and track athletics, which culminates in the annual Field Day held early in May. The program is composed of such events as swimming, target shooting, standing and running broad jumps, fifty-yard dash, basket-ball and baseball far throw, low hurdle race, and shuttle, and all-up relays. The points won at this time, together with those due the classes for championship in basket-ball, tennis, and dancing, and those won by taking a certain amount of daily outdoor exercise, determines the award of the trophy cup. In 1918 the Senior Class won this prize.

The cup was awarded at the May Day festivities, which were held in the Grove Theater in the evening. Spring, the May Queen, was crowned by Dewdrop, the maid of honor, and she in turn awarded laurel wreaths to the victor of the morning.

Girls who win fifteen points in athletics in one year are awarded a school monogram.

We believe that by encouraging girls to take an active part in both indoor and outdoor athletics we are not only improving their physical health, but are inculcating ideas of team work, fair play, and uprightness of character that will remain with them years after they have left the school.

RURAL HIGH-SCHOOL CONTESTS

The Normal School, wishing to stimulate a wholesome interest in athletics for girls, offers its Athletic Field to high schools caring to use it as a common meeting place for inter-High-School Contests in match games in basket-ball or other events, such as running, broad jumping, etc.

BASKET-BALL, TENNIS, ETC.

Basket-ball continues to be the most popular indoor game during the winter season. There was great rivalry the past session in the interclass games. Usually several games with out-of-town teams are played.

But tennis during the spring commands the center of the athletic stage, and the interclass series in this branch of sport are full of intense interest. Walking and other forms of outdoor exercise are also popular with many students. Strong efforts are made to interest every student in some form of out-of-door exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

THE ATHLETIC TROPHY

The annual class contests for the silver trophy cup this year included the following events:

Basket-ball, tennis, folk dancing, walking, swimming, 50-yard dash, throwing the baseball, relay races, standing broad jump, low hurdle race, potato relay race, target shooting, shuttle relay race, three-legged race.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. Field Day this year was May 10th. A great deal of interest and intense class rivalry was exhibited by all the students.

In connection with the Field Day program the May Queen was crowned. She in turn awarded monograms to the members of the basket-ball team and crowned the victors in the several athletic contests. The trophy cup was presented to the class winning the largest number of athletic events. The Seniors won the cup.

INSTRUMENTAL MUSIC

Special instruction is offered to students wishing to pursue the study of piano. This department aims not only to build up its work in technique and interpretation, but especially to lay foundations for a musicianly appreciation and conception of the depth of beauty underlying the great art of piano-playing. Such music will be selected by the instructor as is adapted to the individual needs of the pupil. Each student is accountable to the instructor in this department for the tuition, said tuition to be paid in advance monthly, or by the term of three months, as the student may desire. The school is equipped with pianos for practice—periods for which will be assigned by the piano instructor.

Rates as follows:

Piano instruction per four weeks.....	\$ 3.50
Piano instruction per twelve weeks.....	10.50
Practice per month, one hour daily.....	1.00

EXTENSION WORK

A large proportion of the Normal's graduates will be employed as teachers in the progressive rural communities. A system of rural Extension Work has been begun and will be continued during the 1918-1919 session, with a view to bringing the school into more direct touch with rural life.

Representatives of the school have aided at teachers' institutes in the nearby counties, have organized and stimulated civic improvement leagues, preached the gospel of good roads, advocated coöperative buying and marketing, and have sought to point out the advantages of corn and canning clubs, school fairs, and other aids to greater productivity and to the socialization of country life through the school. The school hopes to do more of this work in the future, and has in mind a more systematic and far-reaching plan of service than it has yet had the opportunity to undertake.

THE FACULTY

The school exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had experience in some phase of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the school are kept in the Supply Room, and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy such text-books before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

MAIL SERVICE

The school is equipped with an up-to-date post-office outfit. There are two city deliveries a day, and the mail is delivered to the students at the post-office window at certain hours. Those who may desire it can rent a box at a nominal cost.

THE TRAINING SCHOOL

The Training School is a necessary adjunct of every normal school. It is a practical workshop and educational laboratory, being to the student of educational method what the laboratory is to the student of science. The student teacher finds in the Training School opportunity (1) to study child nature, (2) to observe correct methods in teaching, and (3) to have practice work in actual teaching. She here applies educational principles to a proper development of the children to be taught. It is necessary in the Training School to teach children and to train student teachers, and through the real development of the child the student gains most help in her own development as a teacher. In no other way can practice teaching lead to independent progressive teaching ability that will give the student teacher the power to adapt herself to the needs of any public school.

Through an arrangement with the City School Board the Fredericksburg public school serves as the practice school for the Normal School. The relationship, therefore, between the two schools is intimate and cordial.

The Training School is a large and handsome three-story brick building, constructed, together with its equipment, at a cost of about \$45,000.00. All of the grades are represented in the school.

The enrollment of the Training School for the past session was over 900. Every effort is being made through the coöperation of the Normal School and the City School Board to raise the standard of excellence of the Training School so that it will become one of the model schools of the State in all of its departments. Most gratifying progress has been made in this direction during the past few years. The School Board is more and more insistent that every teacher in the school shall be one of satisfactory professional equipment and successful experience. We do not aspire to ideal conditions except that the excellence of our Training School shall be that gained through skilled teachers handling school work in accord with the best methods and based upon good educational theory and sound educational principles. The use of the public school as a Training School offers practice in actual teaching under real conditions, in many ways similar to those under which the student teacher is likely to do her

teaching after graduation. We are glad for our students to have training here to meet problems that they are likely to meet in their future teaching.

During the entire session, for quarter periods of twelve weeks each, the teaching Seniors largely have charge of the work in the Training School under the close supervision of the Supervisor and the critic teachers of their respective rooms. Plans of the lessons to be taught are submitted by student teachers for correction and approval before they are taught. The responsibility of the discipline and the class work is thrown upon the student teacher as far as consistent with the time to be used and the best interests of the children.

The Juniors preparing for high-school work do their observation at the Normal School, and the high-school Seniors similarly do their practice teaching at the Normal under expert direction, supervision, and criticism.

As a prerequisite for graduation all candidates for diplomas must show evidence of ability to teach. Applicants for practice teaching must furnish satisfactory proof that they have the necessary academic requirements, and must have had classes in educational principles and methods of teaching school subjects. Our final estimate of a student teacher represents her ability as a woman and as a teacher to train children. She must show evidence of good scholarship, ability to present school work and to discipline a schoolroom, and a right attitude toward the serious work of training children.

RURAL-SCHOOL PRACTICE TEACHING

It is planned to have the Seniors do some practice teaching and observation in one of the near-by rural schools. This work is under direction and supervision, and is arranged for the third quarter. This is in addition to the quarter of practice teaching in our training schools, and it provides a splendid opportunity for the Seniors to gain a rich experience in thus having a practical touch with rural-school work and life.

EXCURSIONS

The Normal is within easy reach of the scenes of four of the great battles of the War between the States—the Battle of Fredericksburg, Chancellorsville, Spottsylvania, and the Wilderness.

Frequent excursions can be made to these battle-grounds by various classes, and there they have the opportunity to study on the field the plan of battle.

Several excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting, and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.

Washington, of course, with its magnificent museums, art galleries, government buildings, and countless other places of interest, is conceded to be one of the most educative cities in the world.

LECTURES AND ENTERTAINMENTS

In addition to the regular life the school seeks in various ways to promote the general culture of its students. From time to time lectures by men and women of note are given in the auditorium. Prominent among the speakers and entertainers during the past session were:

Flora Hoffman Concert.
Address on the War by Seeley Tompkins.
Address on the War by Dr. Douglas Freeman.
Address on War Orphans by Madame Bimont.
Address on the Private Soldier by Judge John T. Goolrick.
Kilties' Band Concert.
Tollefsen Trio Concert.
The Hawaiian Singers and Players.
Community Sing led by Mr. Gilbert Wilson.
Series Inter-class Basket-Ball and Tennis Games.
Address on Experiences in France by Congressman Dill.
Annual Gymnasium Tournament.
Annual Field Day.
Dramatic Club Play, "Birds' Christmas Carol."
Glee Club Concert.
Junior-Senior Reception.
Y. W. C. A. Reception.
Senior Class Play.
Faculty Reception to Senior Class.
Alumnæ Meeting.
Class-Day Exercises.
Baccalaureate Sermon by Dr. Peter Ainslie.
Open-Air Concert.
Baccalaureate Address by Supt. Harris Hart.

THE RELIGIOUS LIFE OF THE STUDENTS

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of fifteen minutes set aside for chapel exercises. These services are conducted by some member of the faculty, and consist largely of discussions of religious topics, singing, scripture reading, and prayer.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Purpose—To unite the girls of the institution in loyalty to Jesus Christ; to lead them to accept Him as their personal Saviour; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief.

This organization plays an important part in the religious life of the students. It is inter-denominational, and has as its aim the deepening of the religious life of the school, and the fourfold development of each girl—i. e., the mental, physical, social, and spiritual. It gives opportunity for a girl to express herself in Christian service, for maintaining high standards among the students, and training for future leadership.

The students have shown marked interest in the work of the Y. W. C. A., there being enrolled this year over seventy-five per cent of the student body.

Meetings are held weekly. Many of these meetings are conducted by the students themselves, but at times members of the faculty, ministers from town, and other speakers assist in the service. The meetings are advertised by attractive posters, and are well attended by the girls. Fifteen minutes before breakfast each day Morning Watch is held in the Y. W. C. A. room. This is a simple service consisting of a hymn, Bible study, and prayer, and it has proved helpful to the girls.

The Bible Study Committee, in the fall, organized four Bible Study classes with a total enrollment of one hundred and eighty-three. In addition to these classes, a training class for teachers was arranged to be continued through the year that the more advanced students could be prepared for future teachers in Sunday schools. A large number of Juniors and Seniors have attended this class. At the beginning of the spring term the Bible Study classes completed their courses and were succeeded by three Mission study classes.

A Christmas Pageant was given just before the holidays which instilled in all the true Christmas spirit. The Y. W. C. A. was greatly helped by a visit from Miss Jessie Field, the National Secretary for Rural Work.

The Social Service Committee has done a noteworthy work. This committee seeks to interest the girls in helping actual cases of need which arise. In coöperation with the social service organizations of

Fredericksburg, the students have done practical missionary work in various parts of the town. In addition to this, Thanksgiving baskets were sent to poor families, and a few weeks later the girls filled a number of Christmas stockings for children in town, who would otherwise have had nothing. Flowers were sent to the sick, and several times contributions have been made to relieve cases of extreme poverty and sickness.

The Association realizes the need for the development of the social instinct among the girls; to this end, a number of parties and social gatherings were held at different times during the year. An opening reception to the faculty and student body was given near the beginning of the session. The Social Committee seeks to establish friendly and cordial relations between all the students. Two entertainments were given for the benefit of the Conference Fund—a bazaar just before Christmas and a Country Fair in the spring. Five delegates were sent to the Summer Conference, at Blue Ridge, N. C. It is felt that money is well spent in sending delegates to this conference, both because of the larger vision and inspiration the girls themselves receive, and for what they bring back to the school in increased enthusiasm, efficiency, and influence.

During the past year there was a decided advance along every line of Association work, and much greater progress is expected for the future.

The officers for the coming year are as follows:

President—Janet Peirce, Nuttsville, Va.

Vice-President—Louise Harwood, Saluda, Va.

Secretary—Mabel Glenn, Morattico, Va.

Treasurer—Mary Holman, Lee, Va.

Faculty Advisory Committee—Miss Goolrick, Miss Peoples, Miss Campbell.

HEALTH OF THE STUDENTS

Special precautions are taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy. Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are furnished for the care, comfort, and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He visits the school every day and reports to the President of the institution all cases of sickness. He is at the call of the school at any

hour when needed. Whenever necessary the best of trained nurses are provided. The school bears all expenses of medical attention and nursing, except in cases of special private nursing and in the case of special operations.

DAY STUDENTS

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The school does not assume any responsibility for boarding arrangements or home discipline of students who do not live in the dormitories. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Russell Hall has been fitted up and set apart for this purpose.

The number enrolled during the past session was exceedingly gratifying. The President of the school will gladly assist parents who wish to make arrangements for boarding their daughters in the city.

STATE SCHOLARSHIPS

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia one session for every session she enjoys a scholarship.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

SPECIAL SCHOLARSHIPS

The Young Women's Christian Association of the school has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spottsylvania County, \$250.00 has been given the school to establish a scholarship of \$50.00 a year running for five years.

The Matthew Fontaine Maury Scholarship, founded in honor of Matthew F. Maury, who was born in Spottsylvania County, near

Fredericksburg, is supported by the chapters of U. D. C. of the Fourth and Fifth Districts. This scholarship is open to graduates of two-year high schools in the counties of Eastern and Northern Virginia. Applicants must be lineal descendants of Confederate veterans. Value, \$150.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of first grade Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value, \$135.

Other organizations and persons are interested in establishing additional scholarships, which will be announced as their plans mature.

STUDENT LOAN FUND

By special Act of the General Assembly an amount, equal to one per cent of the annual State appropriation for maintenance of the school, is set aside as a Students' Loan Fund. This affords a limited number of young women an opportunity to borrow an amount not to exceed \$100.00 per year each, to be paid back after the student begins teaching. The loan bears four per cent interest.

This fund is limited, and students wishing to apply for aid from this source must do so promptly.

STUDENT AID FUND

This fund consists of donations made to the school to help worthy students. The money is loaned to the students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$150.00. The President of the school will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

EMPLOYMENT SCHOLARSHIPS

It is the desire of the school, as far as possible, to aid all worthy students in securing an education. To this end the school offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session of 1917-1918 about thirty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In this way students, without loss of dignity or social caste, or serious interference with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the school. Our experience

has been that the demand for assistance of this character has been much in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment.

The President of the school will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

COMMENCEMENT

The exercises in connection with commencement are extremely interesting and important. They consist of commencement sermon, baccalaureate address, class-day exercises, alumnae meeting, announcements, and delivery of diplomas. Every student is expected to remain at the school through the commencement exercises, and is required to do so unless excused by the President of the school.

LITERARY SOCIETIES

The students have two literary societies, which meet weekly. A large per cent of the students are members, and it is the policy of the school to urge every girl to ally herself with this work. A strong effort is made to conduct the work of the societies along other than stereotyped lines, and to give fresh life and interest to the program every week. These societies have proven very helpful during the past session.

HOME LIFE

The Normal School is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here is under the direction of a Christian woman of great experience in such a position. She, as Head of the Home, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy our confidence, and very few fixed rules have been found to be necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and are rarely disappointed in this expectation. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the school will

throw around her such restraining influences as may seem necessary, and, should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed from the school.

For the social life of the students the school furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs.

DISCIPLINE

Students are permitted as much freedom in their movements and intercourse as is consistent with propriety and the work which they have assumed. Few fixed rules are made, but those which are made are uniformly and rigidly enforced.

The attention of parents is especially directed to the importance of coöperating with the school in the matter of securing the attendance of the students on the classes. Students are not excused from class attendance except for sickness or illness in the family or some other urgent emergency. It is hoped, therefore, that parents will not make request for students to be absent from their class work except for the reasons given above. It is understood that the parents agree, when their daughters enter this institution, that they shall live and be under the control of the school regulations. We do not desire to have in the school students whose parents are out of sympathy with the rules of the school. The disciplinary life of the students is under the control of the Dean of the school and the Head of the Home. They are assisted in certain respects by the Student Government Association. The President of the school acts in an advisory capacity.

STUDENT GOVERNMENT

For four sessions this school has had student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the school and a faculty committee. This system has met the hearty approval and coöperation of the student body, and the association has administered its duties with such rare good judgment and fairness as to win the approval of school officials and students alike. The system will be continued next session.

The following were the officers the past session:

OFFICERS STUDENT GOVERNMENT ASSOCIATION

President—Alma Bareford.

First Vice-President—Ellen Armistead.

Second Vice-President—Gladys Omohundro.

Secretary—Louise Harwood.

OFFICES HELD BY STUDENTS

The following regulations in regard to offices held by students will obtain for next session:

1. Offices held by students shall be valued by percentage.
2. No student shall hold offices amounting to more than 100%. If nominated for a second office which would make her rating more than 100% she may resign or withdraw, but not hold two offices.
3. Students making an average below 80% shall be ineligible for any office.
4. Nominees for offices shall be members of regular classes.
5. The approval of the Student Activities Committee is required for all entertainments given by school organizations.
6. The assignment of parts in any school activity shall be subject to the following scholarship regulations:
 - (a) No student having a failure in the preceding quarter, or an entrance condition to be removed, shall be allowed to take part in any school activity, such as plays, athletics, committee work, etc.
 - (b) The president of every organization shall submit to the chairman of the Student Activities Committee not later than one week before preparation for any entertainment a statement from the Dean's office, certifying the eligibility of all engaged in the entertainment.
7. Each additional five periods of class work above twenty-five shall be valued at 10%, the same to be deducted from the 100% allowed each student.

The percentage of students serving in the dining-room, library, supply-room, etc., shall be decided by the committee.
8. The Student Activities Committee may at any time make exceptions to these rulings, or remove any student from office for unsatisfactory conduct or work.
9. That the system of rating will be made known to the students and will be kept posted.

STUDENTS' DRESSES

There is no necessity for, and this school distinctly discourages, the wearing either of costly or gaudy clothing. Neat, simple, inexpensive dresses fully meet all requirements. Especially to be avoided is the appearance by students in public wearing extreme styles in dress. Simplicity and modesty should characterize the dress of all students.

The entire student body is required to wear simple, white dresses whenever appearing as a body during Commencement Week.

Members of the graduating class are strongly advised to have Commencement dresses simple in design, made of cotton material, such as organdy, batiste, etc., and whose material costs not exceeding \$10.00 in any case.

VISITORS

The school at present has very limited accommodations for entertaining social visitors. A charge of \$1.00 a day will be made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Head of the Home. Local visitors who come to visit particular persons at the school will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited.

A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Normal School at Fredericksburg is supported by the State primarily to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools. We do not presume to think our school is perfect. We do not presume to claim for a moment that every young woman who comes to the Fredericksburg Normal School will leave it as an ideal teacher, but we do claim that the professional instruction that she will receive here will make her a very much better teacher than she would have been, had she not received this instruction.

We want to help you place professionally trained teachers in your schools. If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We have a system by which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim will be to give you the very best information we can as to applicants.

It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend any one if we have doubt as to her meeting your need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Normal School with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the school. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your counties.

POSITIONS FOR STUDENTS

It is the aim of the Normal School to place its graduates in the most desirable positions obtainable that they are qualified to fill. This school keeps a permanent record of the work and teaching history of every student, and will lend itself energetically at all times to the students in the matter of securing suitable positions.

EXPENSES

The tuition fee for all, except State Students, is \$30.00 per session, or \$15.00 for the half session, payable by the half session in advance. This applies to students living in other states, as well as those living in Virginia. Students who intend to become teachers and those who have taught in the public schools of the State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than one session for every session during which she attends the Normal without paying tuition. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue.)

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$180.00 per session, or \$20.00 per school month of four weeks each, payable in advance.

The fees charged in classes having laboratory courses are small in that they include materials and breakage as well as use of equipment.

COST

Students remaining at the school during the Christmas holiday will be charged at the rate of \$5.00 per week.

Registration fee, \$3.00 a quarter. This is payable upon entrance, with no reduction for part session. This will pay for attendance at all Lyceum attractions offered by the school.

Medical fee, \$3.00 for the entire session; \$1.50 for the half session. Day students do not pay the medical fee.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the school. The cost will be \$6.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school on Friday to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the school can not assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the school does not assume responsibility for the wear and tear of clothing.

Students' reports will be mailed to parents or guardians three times during the session.

All accounts are expected to be paid one month in advance, except when special provision is otherwise made.

No diploma or certificate is granted until all money due the school is paid.

Students are advised against bringing to the school jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Head of the Home, and drawn as needed.

RECAPITULATION

Board, room, and laundry.....	\$180.00
Registration fee	9.00
Medical fee.....	3.00
Gymnasium suit	6.00
Total cost.....	<hr/> \$198.00

COURSES OF STUDY

The courses of study have been arranged with a view to educating young women to meet the needs of Virginia conditions and to render the best service to their State. This is a Normal School and, as such, it accepts as its mission the preparation of its students to become the best-trained teachers for our public schools, or for useful and happy home life.

To this end the school offers four courses, of two years each, leading to a full diploma, as follows:

Course I—To prepare for teaching the primary grades.

Course II—To prepare for teaching the intermediate and grammar grades.

Course III—To prepare for teaching the high-school grades.

Course IV—A course in Household Arts.

All work in the Normal School is accredited by the State Board of Education toward a regular teacher's certificate. Detailed information about this will be furnished upon application to the Dean of the school.

Completion of any one of these four courses entitles the student to a full diploma. The possession of this diploma entitles the holder to the Normal Professional Certificate, issued by the State Board of Education, good for ten years and renewable for a similar period from time to time. The holder is authorized to teach in the elementary schools and the first two years of high school.

Students who complete the Junior work in any one of these courses, based upon sixteen high-school units, will receive the Elementary Professional Certificate, issued by the State Board of Education, good for six years and renewable for a similar period from time to time. The holder is authorized to teach in the elementary schools.

All of these courses are based upon the completion of the work required of the first-grade Virginia high school, or its equivalent. While sixteen units are required, students who have fourteen units may enter the Junior work in these courses conditioned upon the two lacking units.

THE DEGREE COURSES

This institution offers two postgraduate years in Courses III and IV. The postgraduate work in Course III is intended to fit students to teach the work in all four years in the high school, to be fitted through specialization to accept positions to teach special subjects in

any year of our best-grade high schools, and to secure the training needful for high-school principalships and supervision. The postgraduate work in Course IV is designed to prepare students to teach Household Arts subjects in high schools, to organize Household Arts courses for such schools, to supervise the teaching of these subjects, and to prosecute, organize, or direct canning and club work in the rural districts of Virginia.

On completing the first year of either of these postgraduate courses (called the Postgraduate Year) the student will receive the Postgraduate Diploma. On completing the second year (called the Degree Year) the student will be awarded the degree of Bachelor of Science in Education by this institution, and the Collegiate Professional Certificate by the State Board of Education, the highest grade of certificate recognized in the State.

The postgraduate courses are more freely elective than the professional courses occurring in the regular Normal course of two years, thus permitting the degree students to elect the group of subjects in which they are individually most interested and in which they wish to specialize. The work in these courses is in advance of the previous work of the professional school, except in a few cases among the electives in which students have opportunity to pursue special subjects offered in the Junior or Senior courses which they have not previously taken. All the postgraduate work is of college grade, none of it consisting of previously omitted high-school work.

While the addition of these degree courses in no sense impairs the scope, usefulness, and recognition of the regular two-year courses leading to the diploma, the demand in Virginia for a college degree at State expense is largely met by the introduction of these degree courses at this and the other normal schools in the State. We feel that such courses will give an ideal training for the assumption of the most responsible teaching positions in the State. We are also fully persuaded that these courses provide the most logical and sensible and useful type of education for the young women of the State for home making, community leadership, and other duties of useful and contributing citizenship.

SPECIAL COURSES

Students holding first-grade certificates may enter the same professional class with graduates of a four-year high school, and, after successfully completing that year of professional work, will be issued by the State Board of Education the Elementary Professional Certificate, good for six years and renewable for a similar period from time to time.

Students who complete the work of the Sophomore or four-year high-school class, with the distribution of units required by the State, and find it impossible to return, will be issued a second-grade certificate, provided they attend Summer School and take the first summer's work of the professional course. After taking the second summer's work of the Summer School Professional Course, and having nine months' experience, a first-grade certificate will be given. On the completion of the third summer's work, the Elementary Professional Certificate is awarded. The second grade is good for two years and renewable for two. The first grade is good for five years and renewable for five. The Elementary Professional is good for six years and renewable for six.

The school does not encourage students to be satisfied with the lower grade certificates, but urges them to plan, if possible, to remain at the school and complete the course for a full diploma.

The school reserves the right not to organize any class unless there are at least five applicants, except in the Postgraduate and Degree Years of Courses III and IV.

No student may take but one foreign language the same session. A foreign language, to count for credit, must be studied for two years.

No student may take any subject that conflicts with the fixed program.

No student may enter in the High-School Department of this school unless she has exhausted her high-school facilities of her home school, except under special circumstances. Any applicants falling under this head should consult the President of the school.

ENTRANCE CREDITS AND CLASSIFICATION

The minimum age limit for entrance to this school is fifteen years. Students under this age will not be admitted unless they have an older sister in school, or under other special circumstances.

The credits to which the student is entitled will be decided by the Dean of the school and will be based upon the last rating of State High Schools by the Department of Public Instruction.

It is not necessary for students entering from first- and second-grade Virginia high schools to submit for entrance credits any statement of their former work, since the State Department of Public Instruction has prepared a list of credits to which all first- and second-grade high-school graduates for the session 1917-1918 are entitled. This published list will be adhered to in deciding the entrance credits of such graduates entering this institution for next session.

Should a student claim credit beyond the State's rating of the school from which she comes, she should present her principal's certi-

cate setting forth such claim for credit. These cases will be handled individually after consultation and in coöperation with the Department of Public Instruction.

Students entering from private schools which have been inspected and accredited by the State Department of Public Instruction, will be given such credit as is allowed the school by the department. Such credits should be certified by the principal, or a certificate of graduation from the principal presented. Students entering from unrecognized private schools must take entrance examinations, and will be classified accordingly.

In accrediting students from three- and four-year high schools the following requirements of the State Board of Education will be adhered to in all of the Normal Schools for Women:

"Hereafter students from three-year high schools will not be granted more than twelve units of high-school credit, regardless of the number of units they may present for entrance. Such students will be admitted to the fourth year of the high-school course in the State Normal Schools and will not be registered in the Junior year until after completing the fourth year of high-school work.

"Students from four-year high schools with eight months' terms will have their entrance credits scaled one-ninth. Before graduation from a State Normal School, such students must satisfy the entrance requirements which are based on graduation from a four-year high school with nine months' term. The deficiency caused by the eight months' term is to be made up by requiring such students to take not less than one-third unit in English and sufficient other work in the different high-school subjects, the credit to be not less than one-third of a unit per subject.

"Similar scaling will be followed in the case of graduates of three-year high schools with eight months' terms."

Teachers holding first-grade certificates will be admitted to any of the Junior courses. Exhibition of the certificate is the only evidence required.

Students who have fourteen units of credit may register for the Junior Course, conditioned on the two lacking units. No student lacking more than two high-school units is permitted to enter the Junior Class. Such students will register in the fourth-year high school. Should any fourth year high-school student be credited by any part of the fourth year high-school work, such student may take, in addition to her high-school course, an amount of work in the Junior Course equivalent in time to the high-school work on which she is credited. This school offers all four years of high-school work in addition to four professional two-year courses leading to the diploma, and two years of postgraduate work in Courses III and IV

leading to the B. S. degree. The high-school department is maintained primarily to provide the basic education required for entrance to the professional courses for those students who lack these high-school facilities in their local communities. No students are received in the high-school department unless they have exhausted the high-school course of their local high school, except with the consent and approval of their Division Superintendent. This school is in thorough sympathy and coöperation with rural high schools in the State, and refuses to accept for high-school work students who have opportunity to secure that work at their local high school. The attention of Division Superintendents, Trustees, and High-School Principals is particularly directed to this statement of our position in this matter. Our high-school department is also used as the training school for students in Senior III and Postgraduate III.

A student shall be considered to belong to that class in which she has the major portion of her work.

Students who have pursued successfully advanced work, either academic or professional, at other accredited institutions, will be allowed suitable credit for such work on entrance to this institution.

Students who wish to specialize in music, household arts, hand-work, and agriculture may be classified as special students, and, on completing a special course showing adequate preparation to teach such special subject or subjects, will be given by the State Department of Public Instruction a special certificate good for five years and renewable for five.

Double credit will not be allowed. For instance, a student who enters the fourth year of high school on twelve units, but who has taken some fourth year high-school subject in our course, may be excused from such subject, but must take another equivalent high-school subject in substitution. Such substitute shall be decided by the Dean of the school.

Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalogue.

It is understood that a unit of work is the successful completion of the subject matter contained in said unit during a nine months' session for a class period of forty minutes five times a week.

Our high-school course parallels the State high-school course, and in addition contains subjects as electives not usually offered in the rural high schools of the State. The following resolutions have been passed by the State Board of Education touching the articulation of the High-School Departments of the State Normals with the State High Schools. These requirements are met in our course of study.

1. That in all credit toward high-school graduation the State Normal Schools shall confine themselves to the units offered in the State Course of Study for High Schools.

2. That no credit be allowed toward entrance for less than one-third unit on any subject (one subject must be English). Instead of making up the fractional units, in the other deficient subjects, students may elect a complete unit in one subject.

3. That the required units of the State High-School Course of Study be the required units of the Normal Schools.

4. That no certificate of graduation shall be conferred unless the party receiving the same shall have at least four years of high-school work of thirty-six weeks each, or its equivalent, as allowed by the State High School Course of Study.

RECORDS AND REPORTS

A careful record is kept in the office of the Dean of the entrance credits and work at this institution of all students in all departments, and reports of students' work will be mailed to parents four times a session in the high-school department and three times a session, or at the close of each quarter, in the professional department. Special reports will be sent at other times if circumstances justify it or it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

To be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in spelling, writing, or English composition, or if she has failed in her practice teaching.

SELECTION OF WORK

Students will be guided in accordance with their best interests in the selection of work by the Dean of the school. Students are particularly cautioned not to act upon unofficial and often incorrect information as to the nature of courses or their rights and privileges in selection of courses obtained from students or other unofficial sources. They should consult the Dean as to their work as soon after arrival as possible and not delay in the selection of their studies.

No student is permitted to take any class which conflicts with the regular, fixed program. The schedule is arranged so as to meet the requirements of the regular-course students. It will necessarily be difficult in many cases and impossible in some for those students who are irregular in their classification to get in their schedule every

subject they may wish to take. Such students should not expect this. Deficiencies and irregularities of this kind, if they can not be cured through our regular schedule of work, must be made up by special work in the Summer School or in some other approved way.

THE QUARTER BASIS

Beginning with the session 1918-1919 all the professional work of this institution will be put on the quarter basis. That is, the work of the nine months' session will be divided into three quarters of twelve weeks each, instead of two terms of eighteen weeks as heretofore. A fourth quarter will be added the summer of 1919, thus opening the school for professional work with normal-school credit the entire year.

The completion of any three quarters' work, whether consecutive or not, shall constitute a full session's work.

Students may therefore enter at the beginning of any quarter. Each quarter's work in the several professional subjects is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

No change has been made in the organization of the high-school courses. These remain on the term basis as heretofore.

Course of Study for Session 1918-1919

FIRST-YEAR HIGH SCHOOL

	11	12
English	5	5
Algebra	5	5
Ancient History	5	5
General Science	5	5
Drawing	2	
Writing	2	2
Physical Education	2	2
	<u>24</u>	<u>24</u>
Electives (one allowed):		
Latin	5	5
Agronomy	5	5

SECOND-YEAR HIGH SCHOOL

	21	22
English	5	5
Algebra	5	
Arithmetic		5
Elementary Biology	5	5
Med. and Mod. History....	5	5
Writing	2	2
Physical Education	2	2
	<u>24</u>	<u>24</u>
Electives (one allowed):		
Latin	5	5
Home Mechanics	3	3

THIRD-YEAR HIGH SCHOOL

	31	32
English	5	5
Geometry	5	5
Home Mechanics	3	
Drawing		2
Chorus	1	1
Physical Education	2	2
	<u>16</u>	<u>15</u>
Electives (7 periods required):		
English History	3	2
Agriculture	2	3
Chemistry	5	5
Latin	5	5
French	5	5
Household Arts	3	3
Manual Arts	3	2

FOURTH-YEAR HIGH SCHOOL

	41	42
English	5	5
Ind. and Com. Geography..	2	2
Am. History and Civics...	5	5
Music	3	3
* Music (a)	(2)	(2)
Drawing and Design.....	2	2
Chorus	1	1
Physical Education	2	2
	<u>20</u>	<u>20</u>
Electives (7 periods required):		
Solid Geometry	5	
Trigonometry		5
Physics	5	5
Latin	5	5
French	5	5
Household Arts	3	3
El. Bookbinding & Printing	3	2
Rural Economics	2	3

COURSE I—JUNIOR YEAR—LEADING TO TEACHING IN PRIMARY GRADES

	51	52	53
Psychology	4		
Child Psychology		4	
Principles of Study and Teaching		3	3
Rural School Problems and Sanitation			4
Primary Methods		4	4
Observation and Discussion		2	2
English Fundamentals	5		
Arithmetic	3	2	
Library Methods	2		
Music Methods			3
Nature Study and Methods	2	2	2
Drawing and Handwork Methods			3
Gymnastics	2		
Gymnastics, Songs and Games		2	2
Public School Music	3	3	
Chorus	1	1	1
Drawing and Handwork	3	3	
	25	25	24
Electives:			
Writing	2	2	
Reading		2	2
Geography	2	2	
Home Economics (31)		2	2
Design	2	2	2
Advanced Music	3	3	
Advanced Drawing and Handwork	3	3	
Home Mechanics	2	2	2

COURSE II—JUNIOR YEAR—LEADING TO TEACHING IN GRAMMAR GRADES

	51	52	53
Psychology	4		
Child Psychology		4	
Principles of Study and Teaching		2	3
Rural School Problems and Sanitation			4
Grammar Grade Methods		5	5
Observation and Discussion		2	2
English Fundamentals	5		
Arithmetic	3	2	
Library Methods	2		
Music Methods			3
Nature Study and Methods	2	2	2
Drawing and Handwork Methods			3
Gymnastics	2		
Gymnastics, Plays and Games		2	2
Public School Music	3	3	
Chorus	1	1	1
Drawing and Handwork	3	3	
	25	26	25

Electives:

Writing	2	2	
Reading		2	2
Geography	2	2	
Home Economics (31)		2	2
Design	2	2	2
Advanced Music	3	3	
Advanced Drawing and Handwork	3	3	
Home Mechanics	2	2	2

COURSE I—SENIOR YEAR—LEADING TO TEACHING IN PRIMARY GRADES

	61	62	63
English	3	3	3
¹ Social Principles of Education	3	3	
History of Education			5
School Administration and Management	2	2	2
¹ Art Appreciation	2	2	
Personal Hygiene	2	2	2
Educational Gymnastics	2	2	2
² Music Methods	1	1	
³ Drawing Methods	1	1	
Chorus	1	1	1
² Home and School Gardening	2	2	2
General Biology	3	3	
Observation and Discussion			3
Practice Teaching	(15)	(15)	
Conference	2	2	
Educational Measurements			1
	22	22	21

Electives:

Home Planning and Furnishing	2	2	2
Nursing	1	1	1
Home Chemistry (50)	2	2	2
Advanced Drawing and Handwork (50)	3	3	
Advanced Music (50)	3	3	
Writing (50)	2	2	

COURSE II—SENIOR YEAR—LEADING TO TEACHING IN GRAMMAR GRADES

	61	62	63
English	3	3	3
¹ Social Principles of Education.....	3	3	
History of Education.....			5
School Administration and Management.....	2	2	2
¹ Art Appreciation.....	2	2	
Personal Hygiene	2	2	2
Educational Gymnastics	2	2	2
² Music Methods.....	1	1	
² Drawing Methods.....	1	1	
Chorus	1	1	1
² Home and School Gardening.....	2	2	2
General Biology.....	3	3	
Observation and Discussion.....			3
Practice Teaching.....	(15)	(15)	
Conference	2	2	
Educational Measurements.....			1
	<hr/>	<hr/>	<hr/>
	22	22	21
Electives:			
Home Planning and Furnishing.....	2	2	2
Nursing	1	1	1
Home Chemistry (50).....	2	2	2
Advanced Drawing and Handwork (50).....	3	3	
Advanced Music (50).....	3	3	
Writing (50).....	2	2	

COURSE III—JUNIOR YEAR—LEADING TO TEACHING IN THE HIGH SCHOOL

	51	52	53
Psychology	4		
Principles of Study and Teaching (a).....		2	2
Observation and Discussion.....		2	2
English Fundamentals.....	5		
Classics		2	2
Arithmetic	3		
High School Mathematics.....		2	2
Library Methods.....	2		
Nature Study.....	2		
Agriculture and Methods.....		2	2
Drawing and Handwork Methods.....			3
Gymnastics	2		
Gymnastics and Athletics.....		2	2
Public School Music.....	3	3	
Chorus	1	1	1
Drawing and Handwork.....	3	3	
General Science or Ind. and Com. Geography....			3
Ancient and Mediæval History (types).....		2	3
	<hr/>	<hr/>	<hr/>
	25	21	22

Electives:

Writing	2	2	
Reading		2	2
Geography	2	2	
Home Economics (31)		2	2
Design	2	2	2
Advanced Music	3	3	
Advanced Drawing and Handwork	3	3	
Modern European or American History	2	2	
Home Mechanics	2	2	2
Music Methods			3
Latin or French		3	3
Ind. and Com. Geography or General Science			3

COURSE IV—JUNIOR YEAR—HOUSEHOLD ARTS COURSE

	51	52	53
Psychology	4		
Child Psychology		4	
Principles of Study and Teaching		2	3
Rural School Problems and Sanitation			4
Primary Methods		(4)	(4)
or			
Grammar Grade Methods		5	5
Observation and Discussion		2	2
English Fundamentals	5		
Library Methods	2		
Gymnastics	2		
Gymnastics, Songs and Games		(2)	(2)
or			
Gymnastics, Plays and Games		2	2
Chorus	1	1	1
Cooking (41)	3	3	3
Sewing (31)	3	3	3
Advanced Sewing	(3)	(3)	(3)
General Chemistry	2	2	2
Home Chemistry	(2)	(2)	(2)
Design	2	2	2
Cooking and Dietetics	(3)	(3)	(3)
	24	26	27

Electives:

Writing	2	2	
Reading		2	2
Geography	2	2	
Home Economics (31)		2	2
Home Management and Laundering	2	2	2
Advanced Music	3	3	
Advanced Drawing and Handwork	3	3	
Home Mechanics	2	2	2
Music Methods			3
Public School Music	3	3	
Nature Study and Methods	2	2	2
Drawing and Handwork	3	3	
Drawing and Handwork Methods			3
Arithmetic Methods	3	2	

COURSE III—SENIOR YEAR—LEADING TO TEACHING IN THE HIGH SCHOOL

	61	62	63
English	3	3	3
¹ Social Principles of Education.....	3	3	
History of Education.....			5
¹ Art Appreciation.....	2	2	
Rural High School.....	2	2	2
Educational Gymnastics	2	2	2
³ Drawing Methods	1	1	
Chorus	1	1	1
² Home and School Gardening.....	2	2	2
General Biology.....	3	3	
Observation and Discussion.....			3
Practice Teaching	(15)	(15)	
Conference	2	2	
Educational Measurements.....			1
	18	18	19
Electives:			
Home Management.....	2	2	2
Nursing	1	1	1
Home Chemistry (50).....	2	2	2
Advanced Drawing and Handwork.....	3	3	
Advanced Music.....	3	3	
Personal Hygiene	2	2	2
American or Modern European History (50)...	2	2	
French or Latin.....		3	3
Home Mechanics.....			3
Solid Geometry.....	4	4	
Plane Trigonometry.....			3
School Administration and Management.....	2	2	2
Writing (50).....	2	2	

COURSE IV—SENIOR YEAR—HOUSEHOLD ARTS COURSE

	61	62	63
Cooking and Table Service.....	2	2	2
¹ Social Principles of Education.....	3	3	
Dressmaking	3	3	3
Home Planning and Furnishing.....	2	2	2
¹ Art Appreciation.....	2	2	
Household Arts Methods.....	2	2	2
Educational Gymnastics	2	2	2
Chorus	1	1	1
² Home and School Gardening.....	2	2	2
Millinery	1	1	1
Observation and Discussion.....			3
Practice Teaching	(15)	(15)	
Conference	2	2	
Educational Measurements.....			1
⁴ Home Chemistry.....	2	2	2
Nursing	1	1	1
	25	25	22

Electives:

General Biology.....	3	3	
Textiles	2	2	2
History of Costume.....	1	1	1
Industrial History.....	2	2	2
Advanced Drawing and Handwork.....	3	3	
Advanced Music.....	3	3	
Personal Hygiene	2	2	2
School Administration and Management.....	2	2	2
Cooking and Dietetics (50).....	3	3	3
French (a).....		3	3
English	3	3	3
History of Education.....			5
Writing (50).....	2	2	
Drawing Methods	1	1	

POSTGRADUATE YEAR—COURSE III

	71	72	73
Principles of Secondary Education.....	2	2	2
Practice Teaching.....	5	5	5
Conference	1	1	1
Gymnastics and Athletics.....	2	2	2
English	2	2	2
Advanced Wood and Cement Work.....	2	2	
High School Administration.....			2
	14	14	14

Electives:

Home Nursing and Care of Children.....	2	2	2
Advanced Agriculture.....	3	3	3
Latin or French.....	3	3	3
Household Economics.....	2	2	2
Elements of Logic.....	3		
Drawing and Handwork Supervision.....		3	
Music Supervision.....			3
Chemistry (Teacher Training Course).....	3	3	3
Physics (Teacher Training Course).....	3	3	3
Mediaeval and Modern History.....	2	2	2
College Algebra.....	3	3	3

POSTGRADUATE YEAR—COURSE IV

	71	72	73
Principles of Elementary Education.....	2	2	2
Practice Teaching.....	5	5	5
Conference	1	1	1
Costume Design.....	2	2	2
Advanced Cookery.....	2	2	2
Millinery and Art Needlework.....	2	2	2
Household Economics.....	2	2	2
	16	16	16

Electives:

Home Nursing and Care of Children.....	2	2	2
Advanced Agriculture.....	3	3	3
French	3	3	3
Cooking and Dietetics (50).....		3	3
History of Costume (60).....		1	1
English (60)		3	3
English (70).....	2	2	2
Advanced Home Chemistry.....	3	3	3
Gymnastics and Athletics.....	2	2	2
Industrial History (60).....		2	2

° DEGREE YEAR—COURSE III

	81	82	83
Education in the United States.....	2	2	2
Practice Teaching.....	5	5	5
Conference	1	1	1
Economics	2	2	2
English	2	2	2
Educational Research.....	2	2	2
	14	14	14

Electives:

Bacteriology	2	2	2
Home Nursing and Care of Children (70).....	2	2	2
Ethics	3		
Modern Europe.....	2	2	2
Household Economics (70).....	2	2	2
Astronomy	2	2	2
Physics (Teacher Training Course) (70).....	3	3	3
Chemistry (Teacher Training Course) (70).....	3	3	3
Analytical Geometry	3	3	3

° DEGREE YEAR—COURSE IV

	81	82	83
Education in the United States.....	2	2	2
Practice Teaching.....	5	5	5
Conference	1	1	1
Design and Home Decoration.....	2	2	2
Advanced Dressmaking	2	2	2
Household Arts Organization and Supervision...	2	2	2
Home Management.....	2	2	2
	16	16	16

Electives:

Bacteriology	2	2	2
Home Nursing and Care of Children (70)	2	2	2
Ethics	3		
Modern Europe	2	2	2
Textiles (60)		2	2
Dom. and Institutional Cookery	2	2	2
Dietetics	2	2	2
History of Costume (60)		1	1
Industrial History (60)		2	2
English (60)		3	3
English (70) or (80)	2	2	2

SUPERVISED TEACHING

The supervised teaching of all the seniors except Senior III is done in the training school in the city. The supervised teaching of Senior III is done in the high-school department of this school. All seniors do practice teaching for one quarter during the session. In addition, seniors are given opportunity to observe and do practice teaching in a typical rural school.

A minimum of twenty-five points is required for the Professional Courses.

A maximum of thirty points is allowed.

¹ Required of both teaching and non-teaching sections.

² Not required of Teaching Seniors I, II, for the session 1918-19.

³ Not required after session 1918-19.

⁴ To be substituted for if taken in Junior.

⁵ Not offered session 1918-19.

⁶ Students who have had Cooking 41-42 will take Cooking and Dietetics; those who have had Sewing 31-32 will take Advanced Sewing; those who have had Chemistry 31-32, or its equivalent, will take Home Chemistry.

Upon special request to the Dean, students may be permitted to take electives not listed in their courses, provided no conflict is made with the schedule.

Description of Courses

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature and growth is absolutely essential.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in the actual teaching under direction in the Training School.

JUNIOR YEAR

Principles of Study and Teaching 52-53: A course based upon Psychology as applied to education, dealing with the organization and using of ideas, the utilization of time to the best advantage in study, the purpose and aim in education, the factors conditioning the teaching process, the management of the class hour, the methods of approach to the child mind, and the logical presentation of the subject-matter. Special attention is given to teaching children how to study, and to the supervision of study in the schools. The soundest and most widely approved theories of teaching and the practicability of their application in our schools are fully discussed. Means of testing results in teaching and study are considered.

In addition to the text-book used in connection with each phase of the work indicated below, special class reports are made from such standard works as Thorndyke's *Principles of Teaching*, Earhart's *Teaching Children to Study*, and *Types of Teaching*, Bagley's *The Educative Process*, Charters' *Methods of Teaching*, Hall-Quest's *Supervised Study*, and others.

Principles of Study and Teaching 52: This quarter's work is devoted to the learning process. A study is made of the principles of

learning, of retention, and of modification of experiences for future use. An attempt is made to cultivate in the students right habits of study for themselves, and to acquaint them with correct methods of study, in general, for use by them as teachers.

Text: McMurry, *How to Study*.

Two periods per week for the second quarter.

Principles of Study and Teaching 53: In this quarter the emphasis is placed on the teaching side of the process. The fundamental principles of child development are taken as the background, and teachers are shown how they may use the original tendencies and already acquired experiences of children to lead them into new and broader fields of knowledge. Types of teaching; good questioning; how to conduct the study-periods, and the class hour; leading children to independent thought; and the teacher's relation to the students are some of the topics studied and discussed.

Text: Strayer, *The Teaching Process*.

Three periods per week for the third quarter.

Psychology 51: This course undertakes to acquaint the future teacher with some of the more simple principles of physical and mental responses and their relation to education. The nervous system, and the influence of bodily condition upon mental processes are studied. Sensation, perception, memory, imagination, and the other elementary mental processes are taken up in order. Especial attention is given to instincts, capacities, habits, reasoning, and the laws governing their growth and development.

Text: Thorndike, *Elements of Psychology*. Kindred works are freely consulted.

Four periods per week for the first quarter.

Child Psychology 52: It is being recognized more and more that "the child is not an adult," that there are instincts and tendencies peculiar to every stage in child development. In this course a study is made of child nature, instincts, capacities, individual differences, general characteristics of the periods of childhood, adolescence, adulthood, and the most approved methods of dealing with each period. Precocious and defective children are also considered, and suggestions are offered for their care.

Texts: Kirkpatrick, *Fundamentals of Child Study*. Thorndike, *Individuality*, and *Notes on Child Study*, and other good texts by recognized authors on this subject are used as supplementary readings.

Four periods per week for the second quarter.

Primary Methods 52-53: The purpose of this course is to lead students to a conception of the practical application of educational principles of teaching in primary grades. The work consists of methods of teaching (1) English: (a) language, (b) reading, (c) phonics, (d) spelling, (e) writing; (2) home and community life; (3) arithmetic.

Primary Methods 52: The study of language includes such topics as conversation lessons in primary grades, picture study, story-telling, oral and written reproduction of stories, and the study of poems. The principal methods of teaching reading are illustrated and discussed, that the best from each method may be recognized and used.

Text: Klapper, *Teaching Children to Read*.

Four periods per week for the second quarter.

Primary Methods 53: A systematic study of phonics precedes methods in teaching phonics. Methods of teaching spelling are discussed and demonstrated. The guiding principles of teaching writing are emphasized. Home and community life are presented in connection with language and geography. Methods of teaching arithmetic in the first three grades are studied.

References: Suzzalo, *The Teaching of Spelling*; Stamper, *The Teaching of Arithmetic*; Brown and Coffman, *How to Teach Arithmetic*.

Four periods per week for the third quarter.

Observation and Discussion 52-53: Primary—This course is an integral and correlated part of the Primary Methods Course. Following the presentation of methods of teaching a subject, the class observes in the Training School this method demonstrated by trained teachers. The observation is followed by a discussion of the application of the method previously studied. As is determined by the Primary Methods Course, the lessons observed show in sequence the same subject taught in the different grades. This enables prospective teachers, after studying subject-matter and methods, to see how to adapt the material and method of presentation to the development of children of different grades.

Observation and Discussion 52: Observation and discussion of language and reading work in each of the first three grades.

Two periods per week for the second quarter.

Observation and Discussion 53: Observation and discussion of phonics, spelling, writing, home and community life, and arithmetic through the primary grades.

Two periods per week for the third quarter.

Grammar Grade Methods 52-53: Purpose—To give students methods of teaching based upon educational principles.

Grammar Grade Methods 52: The work of this course is given to the study of methods and principles of teaching English: (a) reading, (b) composition, (c) grammar, (d) spelling.

Text: To be selected.

Five periods per week for the second quarter.

Grammar Grade Methods 53: The work of this quarter is devoted to the study of methods and principles of teaching history, geography, and arithmetic.

Text and time same as in 52.

Considerable reference work is done in connection with the study of each of the subjects taken up.

Observation and Discussion 52-53: Grammar—This course supplements the work in Grammar Grade Methods 52-53. Students see classes taught in the various subjects of the grammar grades, and discuss the work observed, from the standpoint of educational principles developed in the special-methods course.

Two periods per week for the second and third quarters.

Principles of Study and Teaching 52a-53a: The purpose of this course is to give students a broader and more comprehensive view of the field of high-school education. In addition to the text-book work, much parallel reading is required in order that students may get many viewpoints.

Principles of Study and Teaching 52a: Some of the subjects dealt with in this quarter are: Adolescence, and the teachers' problems growing out of it; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and the relative value of studies; and in what the real educational and disciplinary value of a subject lies.

Text: To be selected.

Two periods per week for the second quarter.

Principles of Study and Teaching 53a: This quarter deals more with the teaching side and takes up such subjects as the following: The high school as a social factor; its relation to elementary and higher education; the principles and methods of teaching the various high-school studies; the lesson plan; program making; directing the various school activities, both in and out of the schoolroom.

Text and time same as in 52a.

Observation and Discussion 52a-53a: High School—The observation and discussion in the high-school course form an integral part of the course in Principles of Study and Teaching 52a-53a. The aim is to give students an opportunity to see various methods of conducting and teaching a class and to follow this observation up by a discussion of the lesson observed, in the light of methods and principles with which they have become familiar in research and class study. In this way theory and practice are closely related.

Two periods per week for the second and third quarters.

Rural School Problems and School Sanitation 53: This is an intensely interesting and practical course in which the problems connected with rural-school work are discussed. These problems are clearly stated, the relation of the teacher and the school to them are ascertained and remedies sought. Especial stress is laid upon Virginia conditions. Free classroom discussion is provided for and encouraged. One of the most insistent of the problems of the rural school is that of school sanitation. The care of the child's health is of first importance, and the aim of this course is to acquaint the teacher with the schoolroom conditions that make for health, and those that tend to impair it. School buildings, proper lighting, heating, and ventilating, prevention of dust, sanitary desks and appliances, prevention of disease, discovering and remedying physical defects in children, proper exercise and diet are some of the most important topics of discussion.

Texts: Eggleston and Bruère, *The Work of the Rural School*; and Dresslar, *School Hygiene*. Additional readings are required.

Four periods per week for the third quarter.

Library Methods 51: Children's reading and the library for the school are discussed. Lists of suitable books, the State work for libraries, the best publishers, prices, and other necessary information are made familiar. The care of books, the preparation of card catalogues and their use, the classification and numbering of small libraries, and questions of library economy are discussed in as practical way as possible.

Two periods per week for the first quarter.

SENIOR YEAR

History of Education 63: In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and

the Universities; the Renaissance and the Reformation,—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, Students' History of Education.

Reference Books: Monroe, Briefer Course in the History of Education; Cyclopedica of Education; Parker, History of Modern Elementary Education; Heatwole, History of Education in Virginia.

Five periods per week for the third quarter.

Social Principles of Education 61-62: This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which have been retarding it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy, covering in the main the thoughts developed by Horne in Philosophy of Education, and Butler in The Meaning of Education. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

No special text is used for the course, but parallel readings supplementing the thoughts of the lectures and reports are required.

Social Principles of Education 61: This part of the course is devoted to lectures and current events dealing with general social conditions, specific social problems, and changes making for social betterment. Suggested remedies for social evils are made.

Three periods per week for the first quarter for both teaching and non-teaching sections.

Social Principles of Education 62: In this quarter reports are made by members of the class, after study and research, on such vital problems as the following: The Meaning of Education; What Knowledge is of Most Worth; Education of Girls; Recreation in the Schools; Trade, Vocational, and Cultural Education; The Changing Curriculum; The Present Tendency in Education.

Three periods per week for the second quarter for both teaching and non-teaching sections.

School Administration and Management 61-62-63: This course is intended to give the student an introduction to the general plan of the organization and administration of schools in the United States, and especially in Virginia. The course of study, classification, grading, promotion, and the daily program are prominent subjects of discussion. The relationship of the teacher to the superintendent, trustees, the patrons, and the community is analyzed, and the duties of the above officials are pointed out. The utilization of spare time, the recess and noon periods, after school hours, and kindred topics are treated.

The subject will be taught topically so far as practicable. Readings from several authors will be required, and class reports will be made and discussed.

School Administration and Management 61: In the first quarter's work the general principles underlying the administration and management of a school system in a democracy are outlined and discussed; the unit system, the relationship of teacher to school officials; the duties of school officials; the organization and administration of the schools in Virginia.

Text: Hollister, *The Administration of Education in a Democracy*.

Two periods per week for the first quarter.

School Administration and Management 62: Same as 61, repeated for teaching seniors.

School Administration and Management 63: In the third quarter's work those questions and problems of administration and management as especially engage the attention of the teacher are examined; the course of study; classification; grading; promotion; the lunch hour; directed play, etc.

Text and time same as in 61.

The Rural High School 61-62-63: This course contains much of the content of *Rural School Problems and Sanitation*. The study of these problems is made, however, from the special point of view of the high school and the high-school teacher. The following partial list of topics gives an idea of the course: The place of the rural high school in the scheme of education; rural school and rural life problems; organization and movements in the United States looking to their solution; course of study for the high school; vocationalizing the rural high school; high-school sanitation; the high-school teacher as the community leader; the school as the social center; the school as the center for demonstration and club work; the high-school

library; public exercises; the high school as the center and source of information and inspiration in all community activities; analysis of conditions in Virginia; part the rural high-school teacher is to play in curing the defects found in the work and life of our high schools.

The Rural High School 61: In the first quarter those features of the course which are general in character and the basic principles involved are examined.

Text: To be selected.

Two periods per week for the first quarter.

The Rural High School 62: Same as 61, repeated for teaching seniors.

The Rural High School 63: In the third quarter details, illustrations, and concrete situations are studied. Emphasis is placed upon high-school sanitation.

Text and time same as in 61.

Educational Measurements 63: The time of simply "keeping school" is fast passing away, and business principles are being applied to education. A number of scientific researches have been made to determine the actual results of various types of study and teaching. It is the purpose of this course to acquaint the teacher with the results of these investigations so that she may apply them in her own teaching. Intelligence, study, and teaching "scales" and "tests" are studied, reported upon, and discussed in class with a view to their practical application.

One period per week for the third quarter.

Practice Teaching 61-62: Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training School, form the basis for a course in practice teaching. This course is required of every candidate for a diploma in courses 1, 2, and 3. Practice teaching is also given in course 4, with special attention to household arts subjects. Its purpose is to give to the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades, and is required to observe the teaching of the subjects in the

other grades of the school. Every senior teaches half of each school day for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks.

In addition to observation and practice teaching in the city training school, opportunity is given for observation and practice teaching in one of the near-by rural schools.

Educational Conference 61-62: Two hours each week are set aside for the head of the Department of Education and the Training School Supervisors to meet the seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Two periods per week for the first and second quarters for teaching seniors.

Observation and Discussion 63: After seniors have completed their term of teaching, three periods per week for one quarter are set aside in which they may observe teaching in all the grades of the school, and meet with the director and supervisors for conferences and reports of work observed. This enables them to see the unity and continuity of the courses in the advancing grades, and to observe differences in the treatment of both students and subject-matter from the primary on up to the high-school grades.

In the high school this gives a special opportunity for seniors to observe the teaching of subjects other than those in the departments in which they have done their teaching.

Three periods per week for the third quarter.

Principles of Secondary Education 71-72-73: The evolution of secondary education in the United States has been a slow process, and from all indications is far from complete at the present time. This course attempts an inquiry into the place and function of the high school in our educational scheme, and approaches the study from three standpoints, as indicated below.

Principles of Secondary Education 71: Here the study is from the historical standpoint, tracing the development from the old English

and American Latin grammar school through the academy to the public high school of the later nineteenth century. The aim, content, and method are followed in their gradual modification.

Text: To be selected.

Two periods per week for the first quarter.

Principles of Secondary Education 72: In this quarter the course is pursued more from the comparative standpoint. Secondary schools of European, and other American countries, are contrasted with our own, with a view to strengthening our system.

Text and time same as in 71.

Principles of Secondary Education 73: In the light of the study made, what reorganization is necessary to make the high school the most effective institution of which it is capable of becoming; in what relation should it stand to the elementary school, the college, the vocation, the social order?

Text and time same as in 71.

Principles of Elementary Education 71-72-73: In this course the process of development in the child of elementary school grades is considered from the scientific, the philosophical, and the practical standpoints. Superintendents and teachers have been too prone to map out a course of study and a method of procedure, and expect all children to fit into the ready-made mould. We believe that a more thoughtful study of child nature and social demands would do much to eliminate the waste in education and to conserve human interests.

Principles of Elementary Education 71: First of all, a deeper study of the biological and physiological foundation of education is made, with a view to planning the school experiences to meet the needs of the growing and developing organism, and then the order of childish interests are considered in order that physical needs and mental desires may be coördinated.

Text: To be selected.

Two periods per week for the first quarter.

Principles of Elementary Education 72: Next, the place and function of the school in the social order is considered, and the meaning and scope of education sought; after which means and methods of educational realization are developed in the light of the best educational thought of the present day.

Text and time same as in 71.

Principles of Elementary Education 73: Finally, are the schools meeting the demands made upon them; are all the children being educated; why are so many dropping out in the grammar grades; are the children being fitted for life; are the courses practical; is there need of any reorganization; if so, what, and how can it be made?

Text and time same as in 71.

Elements of Logic 71: The criticism is made by many, especially those of the older school, that the schools of the present time do not develop in students the power to reason. This course takes up the study of the essentials in mental development, and especially that higher mental process known as reasoning. The "Faculty" psychology is examined and "The Formal Discipline" theory of education put to the test. Is there equal opportunity for mental development in all subjects of the curriculum, and in what does the real educational value of a study lie? These are a few of the questions studied in this course in an attempt to aid us to really find how students may be led to get most out of experiences gained, and to learn to do systematic and logical reasoning.

Text: To be selected.

Three periods per week for the first quarter.

High School Administration 73: In this course those relations of the teacher and high-school problems which bear upon the organization, control, management, and supervision of high-school work are studied. The course is intended to prepare teachers to become high-school principals and supervisors.

Text: To be selected.

Two periods per week for the third quarter.

Practice Teaching 71-72-73: Students taking the advanced work of this year do at least one period of teaching a day. Opportunity is given for them to teach the subject or subjects in which they are especially interested in the third and fourth years of the high school. Teaching under the heads of departments, and under the constant supervision of the Department of Education, gives the student the best of training for later teaching in the high schools of the State.

Educational Conference 71-72-73: One period per week is provided for a conference between teachers in the high school, under whom teaching is being done, student teachers, and directors of the work, in which an exchange of ideas are made. Suggestions for improvements

in the study, teaching, and general conduct of the class work are offered. Student teachers are made to feel that their own ideas are valued and appreciated.

OTHER EDUCATIONAL SUBJECTS

In addition to the above-outlined courses, special methods classes are given in Domestic Science, Music, Nature Study, Agriculture, Drawing, Handwork, and Physical Education.

See these departments for full statement of courses.

ENGLISH

Every department of instruction in the Normal School is urged to cooperate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wider range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

English 11-12: Elementary Composition, Grammar, and Reading. This course includes a study of grammar, spelling, pronunciation, idioms, with special stress on drills to correct errors in speaking and writing; the writing of simple narrative forms; and the reading of a considerable number of selected classics. Through much oral reading and discussion in class the students are helped to a larger understanding and appreciation of the literature read, and every effort is made to encourage a love for reading good literature. The prerequisites for the course are the same as the State requirements for entrance into an accredited high school.

Texts: Pearson and Kirchwey, *Essentials of English*, Book Two; Elson, *Reader*, Book Four; Webster, *Secondary School Dictionary*.

Five periods per week for the session.

English 21-22: Composition and Literature. This course includes the study of the simpler principles of rhetoric and composition, with special emphasis on the structure of the paragraph and the sentence; systematic exercises in oral composition; frequent narrative and descriptive themes; the intensive reading and study of at least five classics carefully selected from the State list; spelling.

Texts: Lewis and Hosc, Practical English for High Schools; Webster, Secondary School Dictionary; selected editions of the classics studied.

Five periods per week for the session.

English 31-32: Composition and Literature. The work of this year continues the work of the first and second years in the high school, with frequent practice in the writing of descriptive and expository paragraphs. The principles of rhetoric are constantly applied to texts studied and an appreciation of the literature read is developed. A careful study is made of good forms for personal and business letters, and practice is given in every-day kinds of correspondence, explanation, description, and narration, with a view to gaining clearness, interest, and adequacy of treatment according to the purpose for which the writing is done. Correct spelling is insisted upon. A study is made of at least five classics of English literature, with a rapid survey of the literary epoch from which the classic is selected.

Texts: Lewis and Hosc, Practical English for High Schools; for reference, Metcalf, English Literature; Webster, Secondary School Dictionary.

Five periods per week for the session.

English 41-42: Rhetoric, Composition, and Literature. The work of the fourth high-school year emphasizes the writing of paragraphs, outlines, and reports, with stress on the principles of exposition and argumentation as found in classics studied as illustrative material. Much emphasis is given to oral composition. Frequent theme work is given on assigned topics. An intensive study is made of selections best representing the chief epoch of American Literature.

Texts: For reference, Metcalf, American Literature; selected editions of the classics studied; Webster, Secondary School Dictionary.

Five periods per week for the session.

English Fundamentals 51: An intensive drill in the fundamentals of English. This course is planned to improve the student's use of oral and written English, and to develop in her a keen appreciation

of the value of correct and effective English as an important tool in her preparation for teaching. Practice in note taking and outline making is given.

Texts: Woolley, Written English and English Exercises; Webster, Secondary School Dictionary.

Five periods per week for the first quarter.

English Classics 52-53: In this course a careful study is made of specimens of literary masterpieces selected from the college entrance requirements. The aim in view is to give the student a knowledge of the literature studied and to develop in her a growing power of interpretation, appreciation, and enjoyment.

Texts: Selected editions of the classics studied.

Two periods per week for the second and third quarters.

Reading 52-53:

Reading 52. The Mechanics of Reading.

Reading 53. Interpretative Reading.

The aim in this course is to develop in the student, by means of constant practice, ability to read with appreciation, prepared and sight selections. Special attention is paid to the elements of vocal expression and to the interpretation of thought through the study of the mechanics of reading. Articulation, enunciation, and pronunciation receive special attention. The main emphasis in the course, however, is placed on the vocal interpretation of the printed page.

Texts: Lewis, Handbook of American Speech; Corson, The Voice in Spiritual Education.

Two periods per week for the second and third quarters.

English Classics 61-62-63: A brief survey of English literature, in which a study of a few carefully selected masterpieces, representative of periods of national life, is made, followed by a study of literature by types. In this course an effort is made to familiarize the student with the distinctive forms or types of literature—the short story, the drama, the lyric, the essay, the novel—and to give to her an appreciation of the value of literature in individual and social life. One classic under each of these types, with emphasis on appreciation, is included in the course.

Three periods per week for the first, second, and third quarters, 62 being a repetition of 61.

English 71-72-73: A brief general survey of English literature, with the main emphasis of the course placed upon the most con-

spicuous and representative writers of certain epochs. A few masterpieces from authors studied are read in class for study and appreciation.

Texts: Long, English Literature; selections from various writers.
Two periods per week for the session.

WRITING

To meet the need of teachers who are not acquainted with the muscular movement handwriting adopted by the State Board of Education, courses in handwriting are offered, with the twofold aim of making good writers and preparing good teachers of writing. The basis for the course is the work outlined in the Locker System.

Writing 12: This course consists of direct instruction in handling materials, posture, muscular movement, and such drill in the mechanics of writing as may be necessary to the formation of a legible, rapid, easy style of writing.

Two periods per week for the second term.

Writing 21-22: This course is a continuation of the course offered in Writing 12, with more intensive drills.

Two periods per week throughout the year.

Writing 51-52: This course includes both drills in muscular movement handwriting and a full discussion of methods of teaching writing, with suggestions for using material in the State-adopted books under varying conditions in the classroom. Such questions are discussed as the psychology of handwriting; the physiology and hygiene of handwriting; adapting methods to the physical and mental condition of the child; how to conduct an effective drill in handwriting; standards of excellence in writing; measuring the quality of handwriting, using the Locker, Ayres, and Thorndike scales.

Two periods per week for the first and second quarters.

MATHEMATICS

Courses are offered in Arithmetic, Algebra, Geometry, and Trigonometry in the Academic Department.

In the Professional Department there are offered courses in Arithmetic, Solid Geometry, Plane Trigonometry, College Algebra, and Analytical Geometry.

In this department approved methods of presenting the different subjects are touched upon. Good results in mathematics must be

based upon a thorough working knowledge of the subject; therefore, the courses aim to give this knowledge, and to strengthen the weak points in the student's mathematical training. It includes a brief history of the development and growth of mathematics in order to give a broader outlook of the subject, as well as a brief treatise of the place of the subject in the curriculum and its relation to correlated subjects. It is designed to develop logical systematic thought; to train to clear, concise, accurate expression; and to develop and strengthen the reasoning power of the pupil.

Algebra 11: This course covers the usual topics of algebra from the beginning through fractions.

Text: Wells and Hart, New High School Algebra.

Five periods per week for the first term.

Algebra 12: Prerequisite, Algebra 11 or its equivalent. This is a continuation of Algebra 11 and completes algebra through quadratic equations.

Text: Wells and Hart, New High School Algebra.

Five periods per week for the second term.

Algebra 21: Prerequisite, Algebra 12 or its equivalent. In this course high-school algebra is completed.

Text: Wells and Hart, New High School Algebra.

Five periods per week for the first term.

Arithmetic 22: This course reviews the grade work in arithmetic. The aim is to develop the unity of the subject, to teach thoroughly the underlying principles, to train in the systematic reasoning and clearness in statement, to obtain accuracy and rapidity in calculation, and to introduce commercial usages.

Text: Smith, Modern Advanced Arithmetic.

Five periods per week for the second term.

Plane Geometry 31: This course covers the usual theorems and constructions of books one and two of any good text. Use is made of supplemental propositions and problems. Emphasis is placed upon systematic graphical solutions and the relation of geometry to practical everyday problems.

Text: Wells, Essentials of Plane Geometry.

Five periods per week for the first term.

Plane Geometry 32: Prerequisite, Plane Geometry 31 or its equivalent. This course completes the usual work of plane geometry.

Text: Wells, Essentials of Plane Geometry.

Five periods per week for the second term.

Solid Geometry 41: Prerequisite, Plane Geometry 32 or its equivalent.

Text: Wells, Essentials of Solid Geometry.

Five periods per week for the first term.

Plane Trigonometry 42:

Text: Robbins, Plane Trigonometry (with tables).

Five periods per week for the second term.

Arithmetic 51: This course covers essentially the same material as Arithmetic 22, but the subject is treated more from the teacher's standpoint.

Text: Smith, Modern Advanced Arithmetic.

Three periods per week for the first quarter.

Arithmetic 52: This course is a continuation of Arithmetic 51, but is adapted to teaching in the grades. It covers the work of the grades and presents the subject from the teacher's standpoint. It aims to develop and illustrate principles, introduce methods and devices for interesting the pupils, and to correlate arithmetic with other subjects. Supplementary reading is required.

Text: Smith, Modern Advanced Arithmetic.

Two periods per week for the second quarter.

Solid Geometry 61: An abridged comprehensive course covering about the same ground as Solid Geometry 41.

Text: Wells, Essentials of Plane and Solid Geometry.

Four periods per week for the first quarter.

Solid Geometry 62: Same as 61; repeated for teaching seniors.

Text: Wells, Essentials of Plane and Solid Geometry.

Four periods per week for the second quarter.

Plane Trigonometry 63: A brief course covering practically the same ground as Plane Trigonometry 42.

Text: Robbins, Plane Trigonometry (with tables).

Three periods per week for the third quarter.

College Algebra 71: Prerequisite, completion of high-school algebra. Text: Hall and Knight (revised by Sevenoak), *Algebra for Colleges and Schools*.

Three periods per week for the first quarter.

College Algebra 72: Prerequisite, *College Algebra 71* or its equivalent.

Text: Same as in 71.

Three periods per week for the second quarter.

College Algebra 73: Prerequisite, *College Algebra 72* or its equivalent.

Text: Same as in 71.

Three periods per week for the third quarter.

NATURAL SCIENCE

This department embraces courses in General Science, Personal Hygiene, Botany, Zoölogy, Chemistry, Physics, General Biology, and Home Chemistry.

General Science 11: This is an elementary, introductory course in general science, as the name implies. The simpler phenomena and laws of Physical Geography, Botany, Chemistry, Physics, etc., are studied, and their practical applications to everyday life are emphasized. A full laboratory course is arranged. This course gives sufficient grasp of the sciences to afford an introduction to the several sciences which are studied more fully in the succeeding high-school years, as well as to give a broader appreciation of the general laws of nature for those who may take no further work in science.

Text: To be selected.

Laboratory fee, \$1.00 for the session.

Three single periods and two double periods per week for the first term.

General Science 12: This is a continuation of *General Science 11*.

Text: Same as in *General Science 11*.

Three single and two double periods per week for the second term.

General Science 53: This course is intended for those preparing to teach general science in high schools. The subject is rapidly reviewed. Lecture-table experiments, practical experience in conducting a laboratory, designing and equipping of a laboratory is made a part of the course.

Two single and one double period per week for the third quarter.

Chemistry 31: This course includes the study of a standard text-book in order to give the student a comprehensive and connected view of the fundamental theories and laws of chemistry. Instruction is given by lectures, demonstrations, and recitations. The lectures deal with fundamental theories and laws of the subject, the more common elements and their compounds, the application of chemistry to daily life, and are illustrated by many lecture-table demonstrations. Reference is made on all occasions to practical problems, especially to those of the farm and household.

Each student is required to perform a fixed number of experiments, which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to become keenly observant, to obtain knowledge of natural phenomena by directed experimentation, and to independently reason out the explanation of the phenomena observed. Besides the experiments connected with the text-book, the students perform many experiments of a practical nature, both qualitative and quantitative. Complete and systematic notes of experiments are required. The form and composition of the notebooks are frequently criticized.

Text: Morgan and Lyman, Chemistry and Laboratory Manual.

Laboratory fee, \$2.00 for the session.

Three single and two double periods per week for the first term.

Chemistry 32: This is a continuation of Chemistry 31.

Text: Same as in Chemistry 31.

Three single and two double periods per week for the second term.

General Chemistry 51: This is an abridged course in general chemistry intended to acquaint the Household Arts pupils with a few of the fundamental principles of chemistry.

One single and one double period per week for the first quarter.

General Chemistry 52: This is a continuation of General Chemistry 51.

One single and one double period per week for the second quarter.

General Chemistry 53: This is a continuation of General Chemistry 52.

One single and one double period per week for the third quarter.

Home Chemistry 51: Prerequisite, one year of general chemistry with laboratory. This course is a study of such chemistry as finds application in the home. It embraces the chemistry methods em-

ployed in the examination of fuels, drinking waters, atmosphere, textiles, and foods, with special reference to adulteration, imitations, preservatives, poisonous substances, etc.

Texts: Weed, *Chemistry in the Home*; Vulte and Goodell, *Household Chemistry*; Bruce, *Detection of Common Food Adulterants*.

One single and one double period per week for the first quarter.

Home Chemistry 52: This is a continuation of *Home Chemistry 51*.

Texts: Same as in *Home Chemistry 51*.

One single and one double period per week for the second quarter.

Home Chemistry 53: This is a continuation of *Home Chemistry 52*.

Texts: Same as in *Home Chemistry 51*.

One single and one double period per week for the third quarter.

Chemistry 71: This course is intended for those preparing to teach high-school chemistry. It presupposes a knowledge of elementary chemistry. This subject will be rapidly reviewed, emphasis being placed upon methods. Effective lecture-table experiments, practical experience in conducting a laboratory, designing and equipping a laboratory are made a part of this course.

Two single and one double period per week for the first quarter.

Chemistry 72: This course is a continuation of *Chemistry 71*.

Two single and one double period per week for the second quarter.

Chemistry 73: This course is a continuation of *Chemistry 72*.

Two single and one double period per week for the third quarter.

Home Chemistry 71: This is an advanced course in home chemistry.

Text: To be selected.

Two single and one double period per week for the first quarter.

Home Chemistry 72: This is a continuation of *Home Chemistry 71*.

Text: To be selected.

Two single and one double period per week for the second quarter.

Home Chemistry 73: This is a continuation of *Home Chemistry 72*.

Text: To be selected.

Two single and one double period per week for the third quarter.

Physics 41-42: This course includes the study of a standard text-book, in order to give the student a comprehensive and connected view of the most important facts and laws of elementary physics.

Instruction is given by lectures, demonstrations, and recitations. The lectures deal with the fundamental facts and laws of this subject and their application to daily life. These are illustrated by numerous lecture-table demonstrations. The recitations deal with the subject-matter of the text, lectures, and demonstrations.

Each student is required to perform a fixed number of experiments which are intimately connected with the text-book, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to obtain knowledge through directed experimentation, and to independently reason from the data obtained. Besides the experiments connected with the text-book, the student performs many experiments of a practical nature. Complete and systematic notes are required. The form and composition of the notebooks are frequently criticized.

Physics 41: This term's work covers mechanics and heat.

Texts: Millikan and Gale, First Course in Physics (Revised); Millikan, Gale, and Bishop, Laboratory Manual.

Laboratory fee, \$2.00 for the session.

Three single and two double periods per week for the first term.

Physics 42: A continuation of Physics 41; covering Electricity, Sound, and Light.

Texts: Same as in Physics 41.

Three single and two double periods per week for the second term.

Physics 71: This course is intended for those preparing to teach high-school physics. It presupposes a knowledge of elementary physics. The subject is rapidly reviewed, emphasis being placed on methods. Effective lecture-table experiments, practical experience in laboratory, designing and equipping of a laboratory are made a part of this course.

Two single and one double period per week for the first quarter.

Physics 72: This is a continuation of Physics 71.

Two single and one double period per week for the second quarter.

Physics 73: This is a continuation of Physics 72.

Two single and one double period per week for the third quarter.

General Biology 61: This course is intended to acquaint pupils with general biology. It includes a brief but comprehensive discussion of some important biological problems.

Reference work is assigned.

Two single and one double period per week for the first quarter.

General Biology 62: Same as 61; repeated for teaching seniors.

Two single and one double period per week for the second quarter.

Agronomy 11-12: The work of this course consists of lectures, reading assignments, demonstrations and experiments, school garden work, and field excursions.

Agronomy 11: The plant; plant structure; physiology; heredity; environment.

Text: To be selected.

Three single and two double periods per week for the first term.

Agronomy 12: Plant food repressive agencies; rotation of crops; classification of economic plants; study of culture; harvesting, uses, etc., of typical local crops.

Text: To be selected.

Three single and two double periods per week for the second term.

Elementary Biology 21-22: This course is designed to give the student a more intelligent appreciation of her environment, and to form a basis for her work in Nature Study, Agriculture, and Household Arts. The parts of plants are studied; plant pathology; conditions essential to plant growth; plants in their relation to human welfare; the structure and habits of some of the higher animals, including man; and also of a few typical lower animals, such as butterflies, grasshoppers, flies, birds, frogs, and fish; the functions of various animal organs, the way organisms respond to environment, the relation of lower animal life to human life, and the way the happiness of human beings is affected by the animal life about them.

Text: To be selected. Field trips replace laboratory work to a limited extent.

Three single and two double periods per week for the session.

Agriculture 31-32: The first term emphasizes principles of general agriculture. The second term is a study of animals, animal husbandry, and animal productions. Field trips are planned to farms of the community.

Agriculture 31: Principles and Practice of Plant Improvement. This part of the course is a continuation of Agronomy 11 and 12. Special problems in soil fertility; in perennial and biennial plant improvement; the laws underlying plant breeding; enemies of plants.

Text: Warren, *Elements of Agriculture*.

One single and one double period per week for the first term.

Agriculture 32: Animal Husbandry. Domestic animals, their types and breeds; care, management, and methods of improvement. Visits to various stock farms in the community; judging of individual animals owned in the vicinity; competitive judging of live stock, following considerable preliminary practice; visit to dairies and creamery; poultry culture; types, breeds, incubation; care; houses and appliances.

Text: Same as in 31.

One single and two double periods per week for the second term.

Rural Economics 41-42: This course comprises a study of farm economics, including cooperative buying, selling and marketing, and other rural activities. The work of the United States Department of Agriculture and other agencies in fostering better farming and establishing club work is studied. An attempt is made to give the students a better appreciation of rural life and its opportunities, and to enable them to better adapt themselves to their environment, and to cooperate with the uplifting agencies of the community, such as the church and school.

Rural Economics 41: The Business and Industrial Aspect. Farm administration, farm management; lay-out of farm; farm records and farm accounts; farm equipment; farm buildings, location, planning, grouping, materials used in construction; water supply; system of lighting and heating; markets and methods of marketing; institutions of credit.

Text: To be selected.

Two periods per week for the first term.

Rural Economics 42: Community Aspect. Rural problems, cooperative agencies, community improvement, farm organizations, rural sports, and recreation.

Text: Same as in 41.

Three periods per week for the second term.

Nature Study and Methods 51-52-53: The purpose of this course is to lead the student into an intelligent appreciation of the relation

existing between herself and the things which make up her environment, such as living forms, water, soils, and rocks; or to have her learn "those things in nature that are best worth knowing, to the end of doing those things that make life most worth the living." Type lessons are planned and taught at various times during the work. Throughout the course the teaching methods are emphasized.

Nature Study and Methods 51: Fall Aspect. Study of insects, birds, trees, shrubs, fall flowers, plants of the garden, weeds, selecting seed corn, propagation of plants by cutting, and bulbs.

Texts: Hodge, *Nature Study and Life*. A reference library of carefully selected books is at hand. But the best reference book is the book of nature, illustrations from which may be found upon the school farm with its running brooks, sloping hillsides, and sheltered valleys, and in its myriads of living things.

Fee, 50 cents for the session; 25 cents for a single quarter.

One single and one double period per week for the first term.

Nature Study and Methods 52: Winter Aspect. Forestry, propagation of plants by budding and grafting, judging seed corn; birds; window gardens and forced plants, planning garden, study of soil and its environment.

Texts: Same as in 51.

One single and one double period per week for the second quarter.

Nature Study and Methods 53: Spring Aspect. Insects, birds, trees, shrubs, spring flowers, seed germination, planting and care of school garden, visiting and working with home garden clubs.

Texts: Same as in 51.

One single and one double period per week for the third quarter.

Agriculture and Methods 52-53: This course involves two phases: (a) Acquiring the facts and principles of agriculture; (b) methods of teaching agriculture.

Agriculture and Methods 52: This part of the work deals with the fundamental principles of crop production, farm animals and their care. It includes a limited amount of field and laboratory work.

Text: Warren, *Elements of Agriculture*.

One single and one double period per week for the second quarter.

Agriculture and Methods 53: Type lessons are planned and taught; laboratory and field work outlined; courses of study for high-school

agriculture are examined and compared; the importance of experiments; demonstrations, field trips, and observational lessons are emphasized. The following questions are considered: The demand for practical instruction in the high schools; the place of agriculture in the curriculum; correlation between agriculture and other subjects; selection of suitable material and equipment for the various topics of the course. Each student is required to work out at least one practicum in connection with the course.

Text: Hummel, Materials and Methods in High School Agriculture.

Two periods per week for the third quarter.

Home and School Gardening 61: The first quarter of this course deals with canning, drying, brining, and preserving of garden products; kinds of containers; marketing products; storing of vegetables for winter; fall work in the garden.

One single and one double period per week for the first quarter for both teaching and non-teaching sections.

Home and School Gardening 62: Principles of Vegetable Gardening. Selection and location; soil; tillage and tillage tools; fertilizers; succession and companion cropping; systems of intensive cropping; studies of varieties of vegetables; use of glass in vegetable growing; planning the garden.

One single and one double period per week for the second quarter for both teaching and non-teaching sections.

Home and School Gardening 63: Planting the garden; cultivating; various methods of propagation; insect enemies and plant diseases; methods of controlling various plant enemies; transplanting.

One single and one double period per week for the third quarter for both teaching and non-teaching sections.

Advanced Agriculture 71-72-73: Prerequisite, Agronomy 11-12 or its equivalent. This course is planned to meet the needs of those who have completed the course outlined for High School Agriculture and who wish to pursue the subject further, either for the purpose of teaching high-school agriculture or as a foundation for a more scientific study of the subject. Emphasis is placed on practical work done at school and in the community.

Advanced Agriculture 71: Physics of Agriculture. A study of the formation and classification of soils; capillary; hygroscopic and

gravitational water; the effects of drainage and color of soil on soil temperature; granulation and puddling of soils; farm drainage; proper tillage of various crops.

Text: To be selected.

One single and one double period per week for the first quarter.

Advanced Agriculture 72: Horticulture. The study of fruit culture, grafting, cutting, layering, pruning, spraying, and repressive agencies.

Text: Same as in 71.

Time: Same as in 71.

Advanced Agriculture 73: Horticulture. School and home ground decoration, methods of arrangement, planting trees, shrubs and flowers, and culture of types of each.

Text: Same as in 71.

Time: Same as in 71.

HISTORY

The work of the course in history is arranged to trace the growth and development of civilization, and to enable the student to understand and interpret the world of which she is a part. The aim of the study of history is to bring the past into manifest relations to the present, and to show how historical ideas and experiences are the controlling forces in our social and industrial life. History should give a student a much clearer understanding of the political and social world around her.

The courses in industrial history and civics give the student an opportunity to study the commercial and industrial development of the nations, and the political progress of the people, and supplement the work in history.

The work of the professional classes is designed to prepare the student to teach history and government, by carefully and systematically studying the materials and methods in history in the elementary school, and in the high school, and by practice teaching.

The school library is well selected and comprehensive, and contains suitable books, maps, and magazines for study and reference in history, economics, and civil government.

Ancient History 11: Oriental Nations and Greece. This course includes a study of Oriental Nations, their customs, life, and in-

fluence; and a careful study of the origin, institutions, life, customs, art and literature of the Greeks, who thus laid the foundations upon which others have built.

Texts: Breasted, *Ancient Times*; Davis, *Reading in Ancient History*.

Five periods per week for the first term.

Ancient History 12: Rome. This course includes a careful study of the Romans, as the people who received what the Greeks had learned, and carried the new knowledge to Western Europe. The origin, conquests, institutions, life and laws of the Roman Republic; the Roman Empire; Rome and Christianity are especially emphasized. The class is conducted by topical recitations, discussions, readings, oral and written reports, and map drawing.

Texts and time same as in 11.

Mediæval and Modern History 21: A careful study of mediæval institutions and customs, and the development of Western Europe from the ninth century to the discovery of America. The purpose of this course is to give a clear understanding of the formative period of the life of modern times.

Texts: Robinson, *Mediæval and Modern History*; Ogg, *Source Book of Mediæval History*; Robinson, *Readings in European History*.

Five periods per week for the first term.

Mediæval and Modern History 22: This course includes the period of discovery and exploration, the Reformation, the Industrial Revolution, the changes from the old régime to the new, and Europe since 1815 and its relations to America. Discussion, readings, topical recitations, oral and written reports, map drawing.

Texts and time same as in 21.

English History 31-32: The growth of the English nation is traced from its beginning in the early Middle Ages to the opening years of the twentieth century. The origin and growth of Parliament, colonization, social and economic reforms, influential men, and the British Empire of to-day are included in this course. Due attention is paid to our English inheritance in the fields of literature, religion, ideals, and general culture. Reference reading, map drawing, oral and written reports.

Texts: Larson, *History of England*; Cheyney, *Readings in English History*.

Three periods per week for the first term and two periods per week for the second term.

American History and Civics 41-42: This course includes a careful study of the history and government of our country. Virginia history and government, local history, and current events are carefully considered. Visits are made to historic places.

American History and Civics 41: From the discovery of America to Washington's administration; Colonial government; the framing of the Constitution; the organization of the new government of the United States. Social, industrial, and political questions are studied.

Texts: James and Sanford, American History; Ashley, The New Civics.

Five periods per week for the first term.

American History and Civics 42: From Washington's administration to the present day. The growth and development of the United States is carefully studied. Attention is paid to contemporary history and to current events.

Texts and time same as in 41.

Ancient and Mediæval History 52: Oriental Nations and Greece. Type studies designed to give a more extensive knowledge of the history, institutions, and civilization of the Greeks, and to furnish better preparation for the teaching of the subject. The course consists of discussions, lectures, readings, source exercises, map drawing, oral and written reports, illustrative lessons.

Text: Robinson and Breasted, Outlines of European History.

Two periods per week for the second quarter.

Ancient and Mediæval History 53: Rome and the Middle Ages. Type studies of Roman law, government, institutions, life, the city, State, the Roman Republic, the Roman Empire, and the effect of Rome on her conquerors are emphasized. Following the downfall of Rome a study of mediæval times is made to show how advancing civilization led to the rise of modern nations. Discussion, lectures, readings, source exercises, map drawing, oral and written reports, illustrative lessons.

Text: Robinson and Beard, Outlines of European History.

Three periods per week for the third quarter.

Modern European History 51-52: Type studies from the Era of the Reformation to the present time; discussion, lectures, readings, source exercises, map drawing, oral and written reports; planned to help those who teach in the high school.

Modern European History 51: From the Era of the Reformation to the close of the Napoleonic Era, 1815. Social and economic questions, and the governments of Europe are studied.

Text: Robinson and Beard, *Outlines of European History*, Vol. II.
Two periods per week for the first quarter.

Modern European History 52: From 1815 to to-day. Changes in government, social and industrial movements, and contemporary events are studied.

Text and time same as in 51.

American History 51-52: This course includes a careful study of the history and government of our country. Type studies are made. Discussion, lectures, readings, source exercises, map drawing, oral and written reports are used.

American History 51: This course includes the study of Colonial history and government, Colonial life, the Revolutionary War, the framing of the Constitution, the organization of the new government of the United States.

Text: West, *American History and Government*.

Two periods per week for the first quarter.

American History 52: From Washington's administration to the present day, paying attention to commercial and industrial growth, political development, and contemporary questions.

Text and time same as in 51.

American History 61-62: Content and time same as American History 51-52.

Modern European History 61-62: Content and time same as Modern European History 51-52.

Industrial History 61: Ancient and Mediaeval Industries. This course includes a study of those industries which have become permanent, and have been transmitted and are factors of political and economic influence, as agriculture, weaving, building, commerce, arts and crafts, guilds, fairs, the Black Death, the Peasants' Rebellion.

Texts: Day, *History of Commerce*; Bogart, *Economic History of the United States*.

Two periods per week for the first quarter.

Industrial History 62: Same as 61, repeated for teaching seniors.

Industrial History 63: Industries of Modern Times. The topics studied are the Industrial Revolution, the factory system, industrial development of the United States, great industries, capitalism, labor, changing status of women, social reforms. Discussion, lectures, readings, reports, maps.

Texts: Same as in 61.

Two periods per week for the third quarter.

Industrial History 72-73: Same as Industrial History 62-63.

Mediæval and Modern History 71: Mediæval History. Beginning with a brief survey of the breaking up of the Roman Empire, the course of events is traced from the barbarian invasions to the close of the Reformation.

Text: Hayes, Social and Political History.

Two periods per week for the first quarter.

Mediæval and Modern History 72: From the Reformation to 1815. The social, economic, and political as well as the religious results of the Reformation are considered. The French Revolution, the Consulate and the Napoleonic Empire, and the Congress of Vienna are given special attention.

Text and time same as in 71.

Mediæval and Modern History 73: Modern History from the Congress of Vienna to to-day, with special emphasis on the governments of Europe, problems affecting American life, social and economic questions, the rise of modern business, the progress of democracy. Discussion, reports, lectures, readings, map work.

Text and time same as in 71.

GEOGRAPHY

Commercial and Industrial Geography 41-42: This course embraces a consideration of the industries and commerce of the world. It includes a survey of ancient and mediæval trade routes, modern colonization, the areas of production of the great staples and minerals of the world, means of transportation, manufacturing areas, and such like topics. The causes leading to existing industrial conditions are traced. The influence of trade and commerce on civilization is emphasized and racial interdependence is shown. The dependence of

Commercial Geography upon physiographic conditions is considered. Special attention is paid to the commercial development of the United States. A complete collection of some 1,200 specimens ranged under thirty-eight topics forms the laboratory equipment.

Texts: Brigham, Commercial Geography; laboratory specimens and lectures for Industrial Geography. Reference books.

Two periods per week for the session.

Geography 51-52: This is an advanced course in general geography. The course embraces not merely a review of the essential facts and principles of geography, but includes a broader grasp of the subject than is usually demanded in the elementary school requirements. The course is intended to provide a deeper knowledge and appreciation of the subject so as to enable students, from the subject-matter standpoint, to become more skilful teachers. In addition to the usual maps, globes, samples of products, etc., used as aids in teaching, the planetarium is used in teaching the motions of the earth and change of seasons, and the balopticon is employed with the large Underwood and Underwood collection of slides to show pictures of places, scenes, and industries studied, in order to give a more realistic touch to the subject. The topical and problem method is used as far as practicable.

Geography 51: During this quarter the topics studied are selected from physical and mathematical geography.

Text: Frye, Higher Geography.

References: Tarr and McMurry; Brigham and McFarlane; National Geographical Magazine; Carpenter's Geographical Readers.

Two periods per week for the first quarter.

Geography 52: The topics stressed in this quarter are those from commerce and industry, with special emphasis on the United States and Virginia.

Text same as in 51.

Two periods per week for the second quarter.

Industrial and Commercial Geography 53: This course has essentially the same content as Industrial and Commercial Geography 41-42, except that it is a briefer course, fewer topics are studied, and the topics are studied from a more advanced standpoint. See Course 41-42.

Three periods per week for the third quarter.

LATIN

The study of Latin exacts close observation and increases analytic power. It gives a cultural tone to life. It is, in an important sense, the source book of American literature. The structure of the English language can, in many of its points, be best understood and appreciated through a study of the primitive Latin sources.

Teachers wishing to enter high-school work will possess a commanding advantage if they have a well-grounded knowledge of Latin, inasmuch as women teachers conversant with this subject are comparatively few, and there is a widespread demand in our high schools for teachers who can teach Latin.

The beauties and charms of the language itself and a coincident insight into the literary and historical setting of Roman life during the classical period offer a strong incentive also for a mastery of Latin.

In the Latin course stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon.

Latin 11-12: In this course the study of Latin is begun and the student is thoroughly drilled in forms.

Latin 11: In this term emphasis is placed on declension of nouns and pronouns; and daily drill in forms and translation is given.

Text: Smith, Latin Lessons.

Five periods per week for the first term.

Latin 12: The work of this term comprises constant drill in forms, and especially in the conjugation of verbs; daily exercises in the translation of Latin into English and English into Latin; drill in sight reading.

Text: Same as in 11.

Five periods per week for the second term.

Latin 21-22: This course consists in the reading of four books of Cæsar and constant drill in forms and translation into Latin.

Latin 21: Topics: A brief review of forms and leading points of syntax; study of the life, personality, and career of Cæsar; exercises based on Cæsar; translation of Books I and II of Cæsar's Gallic War.

Texts: D'Ooge and Eastman, Cæsar in Gaul; Bennett, Latin Grammar.

Five periods per week for the first term.

Latin 22: Topics: Translation of Books III and IV of Cæsar; constant drill in sight reading; comparison of Cæsar's methods of fighting with the methods used to-day.

Texts: Same as in 21.

Five periods per week for the second term.

Latin 31-32: In this course students are required not only to read six orations of Cicero, but also to become thoroughly acquainted with Cicero's career and the events causing the orations to be delivered.

Latin 31: Topics: Review of forms; systematic study of Latin syntax; study of the life and times of Cicero; translation and study of the first three orations against Catiline; translation of English into Latin.

Texts: Allen and Greenough, Cicero; Bennett, Latin Grammar; Bennett, New Latin Composition.

Five periods per week for the first term.

Latin 32: Topics: Translation and study of the fourth oration against Catiline, Archias, and the Manilian Law; translation of English into Latin; constant drill in sight reading; study of English words derived from the Latin.

Texts: Same as in 31.

Five periods per week for the second term.

Latin 41-42: In this course six books of Vergil's *Æneid* are read. Stress is put not only on the translation of the text, but also on the beauty of Vergilian poetry.

Latin 41: Topics: Complete review of Latin grammar; advanced exercises, involving the typical construction of syntax; study of the life and times of Vergil; translation of the *Æneid*, Books I, II, and III; Roman mythology and religion; a careful study of the dactylic hexameter with constant practice in rhythmical reading of the text.

Texts: Bennett, New Latin Composition; Fairclough and Brown, Vergil; Bennett, Latin Grammar. Reference books in library.

Five periods per week for the first term.

Latin 42: Topics: Continuation of the work of the first term; translation and study of the *Æneid*, Books IV, V, and VI; assigned reading from standard works on Vergil and his writings; translation of English into Latin.

Texts: Same as in 41.

Five periods per week for the second term.

Latin and Methods 52-53: This course is designed for students who are preparing to teach Latin in two- or three-year high schools. Subject-matter as well as methods are stressed. Prerequisite, at least four years of high-school training in Latin.

Latin and Methods 52: Topics: Selections from Horace's odes; careful study of the meters of Horace with constant practice in rhythmical reading; assigned readings from standard works on Horace and his writings; comparison of the odes with representative English lyrics; prose composition.

Texts: Game, Teaching High School Latin; Bennett, Latin Grammar; Shorey, Horace; Latin Prose Composition (to be selected). Library reference.

Three periods per week for the second quarter.

Latin and Methods 53: Topics: Continuation of the study of Horace's odes; prose composition; methods of teaching high-school Latin; model classes conducted by the students.

Texts: Same as in 52.

Three periods per week for the third quarter.

Latin 62-63: This course is designed to give a wider knowledge of Latin to students who desire to teach this subject.

Latin 62: Topics: Translation of Livy's Hannibalic War; character and value of Livy's History; the syntax and style of his language; advanced prose composition; private life and customs of the Romans.

Texts: Wescott, Livy; Gildersleeve, Grammar; Gildersleeve, Latin Prose Composition; Johnston, Private Life of the Romans.

Three periods per week for the second quarter.

Latin 63: Topics: Selections from Cicero's letters; Cicero's career as a politician and patriot; advanced prose composition; private life and customs of the Romans.

Texts: Same as in 62.

Three periods per week for the third quarter.

Latin 71-72-73: This course is designed for students especially interested in the study of Latin. The course comprises a full year of college work, and consists of translation, advanced prose composition, study of the history of Latin literature, and lectures on the texts translated. Prerequisite, Latin 52-53 and 62-63.

Latin 71: Topics: Horace's satires and epistles; Roman life and literature in the Augustan age; advanced prose composition.

Texts: Morris, Horace; Merrill, Catullus; Ramsay, Tibullus and Propertius; Ehwald, Ovid; Mackail, Latin Literature.

Three periods per week for the first quarter.

Latin 72-73: Topics: Selections from the lyric and elegiac poets, Catullus, Tibullus, Propertius, and Ovid; lectures on Roman life and literature; the study of a few of the most common Roman inscriptions; study of the various Latin meters.

Texts: Same as in 71.

Three periods per week for the second and third quarters.

FRENCH

In the last year our country has been brought into such close relationship with our ally, France, that it is almost a misfortune not to have some knowledge of the French language. Hardly a day passes that we do not find French phrases in our daily papers. For this reason one of the most practical subjects that the students of to-day can take is French. The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student begins reading as soon as she begins grammar, and is trained in speaking and thinking in French throughout the entire course.

French 31-32: In this course the study of French is begun, and the student is thoroughly drilled in pronunciation and in the elements of grammar.

French 31: Oral work, leading to conversation, is begun at once; rapid reading of graded French; study of simple rules of French grammar; constant drill in translation of English into French.

Texts: Chardenal, Complete French Course; Bruce, Lectures Faciles; Guerber, Contes et Légendes.

Five periods per week for the first term.

French 32: Continuation of the work of the first term; constant drill in rapid sight reading of French; drill in conversation.

Texts: Same as in 31.

Five periods per week for the second term.

French 41-42: In this course the student is taught to read ordinary French with ease and rapidity. Constant drill is given in conversation, translation from English into French, and French grammar.

French 41: Topics: Irregular verbs, grammar, weekly exercises, reading, conversation, memory work.

Texts: Chardenal, Complete French Course; Halevy, L'Abbé Constantin; Labiche et Martin, La Poudre aux Yeux; Dumas, La Tulipe Noire; Lamartine, Jeanne D'Arc; Molière, Le Médecin Malgré Lui.

Five periods per week for the first term.

French 42: Continuation of the work of the first term; some study of French art and literature.

Texts: Same as in 41.

Five periods per week for the second term.

French 52-53: This course is designed to add to the student's knowledge of French and also to give some practical suggestions for conducting a first-year French class. Prerequisite, two years of high-school French.

French 52: Topics: Advanced French prose; translation of selections from the short story, comedy, and novel of the nineteenth century; rapid and sight reading of French; special emphasis on careful and fluent pronunciation; constant practice in speaking French.

Texts: Fraser and Squair, Grammar; texts for the reading to be selected.

Three periods per week for the second quarter.

French 53: Topics: Continuation of the work of the first term; special attention to methods of teaching French.

Texts: Same as in 52.

Three periods per week for the third quarter.

French 62-63: This course is designed for students who have had three years of training in French. Ability to translate French with ease is insisted upon.

French 62: Topics: Reading and study of some of the great classic dramas of the seventeenth century; summaries and reviews of books read; conversation.

Texts: Fraser and Squair, Grammar; Racine, Esther; Corneille, Le Cid; Molière, Le Bourgeois Gentilhomme.

Three periods per week for the second quarter.

French 63: Topics: Rapid reading of French; advanced French prose; conversation; study of French literature.

Texts: Balzac, Eugenie Grandet; Daudet, Tartarin de Terascon; Hugo, Quatre-vingt-treize.

Three periods per week for the third quarter.

French 62a-63a: The object of this course is to give Household Arts students a working knowledge of French. The course is open to Household Arts students who can fit it in their schedules. There is no prerequisite to this course.

French 62a: Topics: Rapid study of the elements of French by phrases; conversation; reading of easy French.

Three periods per week for the second quarter.

French 63a: Topics: Study of French cookery and dressmaking terms; practice in reading French menu cards; translation of parts of "Le Costume Civil en France."

Texts: "Le Costume Civil en France"; other texts to be selected.

Three periods per week for the third quarter.

French 71-72-73: This course is designed to give students a full year of college French. Special attention is given to rapid reading of representative French authors.

French 71: French Short Story. This quarter is devoted to reading typical French short stories. Short stories by Balzac, Daudet, Flaubert, Zola, and Maupassant are read.

Three periods per week for the first quarter.

French 72: French Lyric Poetry. The most representative and best-known short poems of modern France are carefully read and studied. Time is given to conversation and advanced French prose.

Three periods per week for the second quarter.

French 73: French Novel. This quarter is devoted to the rapid reading of French novels. Parallel reading of French is required of the student.

Three periods per week for the third quarter.

Texts: Balzac, Cinq Scènes de la Comédie Humaine; Daudet, Choix de Contes; Contes des Romanciers, Naturalistes; Bowen, French Lyrics; Hugo, Les Misérables; other texts to be selected; reference books in the library.

HOUSEHOLD ARTS DEPARTMENT

Household Arts include a study of those subjects which have to do with the welfare of the home, such as courses in foods, food chemistry, textiles and clothing, the house and its furnishings. So much does the health, happiness and even life of the individual, and the welfare and advancement of the nation, depend upon the home that we believe home-making should be regarded as a profession and be given the most serious thought; that every woman should have some training in this most important of all professions; that a school which stands for the betterment of human life in every way can not afford to disregard so important a phase of life. For these reasons the courses of study have been planned with the aim to develop ideas of better home life, to gain knowledge of the needs of the body and of each individual in the home, to create interest in all details of the home and its management, to give true ideas of economy in labor, time and money, and to gain the knowledge of the proper selection and uses of the foods and textiles, in order to use them to the best advantage in the home.

The advanced courses in this department lead to the degree of Bachelor of Science in Education, and are designed to prepare students to become teachers and supervisors of household arts subjects and courses in the schools of Virginia.

Household Arts 31-32: Clothing and Textiles. This course includes the making of the fundamental stitches; practice in drafting and use of patterns; a brief study of textiles; the use and care of sewing machines and attachments; care and repair of clothing; proper selection of materials and designs for problems with reference to suitability, beauty, and cost; garment making.

Household Arts 31: The application of the fundamental stitches, seams, and finishes to simple articles, and the making of three garments.

Text: Kinne and Cooley, *Shelter and Clothing*.

Laboratory fee, 50 cents per term.

One single and two double periods per week for the first term.

Household Arts 32: A continuation of Household Arts 31. The making of at least two other garments and a dress.

Text and time same as in 31.

Home Economics 31: The early part of the course gives a very brief history of our economic development. This is followed by a

study of the economic phases of the home and community. The fundamental economic principles are studied and applied to practical questions. The development of the course is based on the needs of the woman in the home and is planned to cover the field of the homemaker's duties. Economic importance of production and consumption, relation to the business world, home expenditures, household accounts, housing, buying and selling, women and children in industry, business methods, vocations, and organized living are treated. Reference books, magazines, and newspapers are used to supplement the text.

Text: To be selected.

Three periods per week for the first term.

Household Arts 41-42: Foods and Cookery. The purpose of this course is to make a study of the food principles, their composition, structure, nutritive value, cost, and uses in the body, heat and its application to cooking and its effects upon the different foods; the principles of cookery. Skill in the manipulation of tools and materials is emphasized.

Household Arts 41: The work of this term deals with the selection, care, preservation and cooking of fruits, vegetables, cereals, milk and milk products, beverages, gelatines and sugars.

Text: Greer, Text-book of Cooking.

Laboratory fee, 50 cents per term.

One single and two double periods per week for the first term.

Household Arts 42: A continuation of Household Arts 41. The laboratory work includes type dishes of quick doughs and batters, meats, fish, salads, breads, pastry and desserts, and the planning and serving a simple meal.

Text, fee, and time same as in 41.

Cooking 51-52-53: Foods and Cookery. This course presents the same problems as Household Arts 41-42, but is developed in such a way as to meet the needs of those students who have had no previous work. Lectures, laboratory, class discussion, and references.

One single and two double periods per week for the first, second, and third quarters.

Sewing 51-52-53: Clothing and Textiles. This course is planned for students who have not had previous courses in the subjects and

comprises the same content as Household Arts 31-32, but treated more comprehensively because of a broader basis of knowledge.

One single and two double periods per week for the first, second, and third quarters.

Advanced Sewing 51-52-53: Clothing and Textiles.

(A) Clothing: This course presupposes the work of Household Arts 31-32 or its equivalent, and includes advanced problems and processes in hand- and machine-made garments. Emphasis is placed on the care and repair of clothing by cleaning, renovation, dyeing, darning, and patching; clothing budgets.

(B) Textiles: A study of textiles considering the development from the primitive forms of textile industries up to the present time, the present methods of carding, spinning, weaving, finishings; the principal fibers, their production, properties, preparation, and uses for clothing; simple tests for detecting adulterations; the identification of different fabrics, their use, cost, etc.; color and design in textile materials from the artistic standpoint.

Advanced Sewing 51: This course is the foundation course for Advanced Sewing 51-52-53.

Text: Kinne and Cooley, *Shelter and Clothing*.

References: Baldt, *Clothing for Women*; Woolman and McGowan, *Textiles*.

Laboratory fee, 25 cents per quarter.

One single and two double periods per week for the first quarter.

Advanced Sewing 52: A continuation of Advanced Sewing 51.

Text, fee, and time same as in 51.

Advanced Sewing 53: Courses 51 and 52 of Advanced Sewing are prerequisites for this course.

Text, fee, and time same as in 51.

Home Management and Laundering 51-52-53: This is a very practical course treated from the standpoint of daily routine in the home.

Home Management and Laundering 51: A general survey of the organization and division of labor in household work; knowledge of the proper selection, arrangement, and care of furnishings and tools

for efficiency, domestic service, purchase and care of food supplies, the apportionment of the income to the family needs; labor-saving equipment; system in work.

Two single periods per week for the first quarter.

Home Management and Laundering 52: A continuation of course 51. Time same as in 51.

Home Management and Laundering 53: A study of the processes in laundering; removal of stains; soaps; varieties of starches and bluing in use; dyes and means of setting; the effects of acids and alkalis and heat on different fibers; practice in laundering and dry cleaning.

Text: Balderson, Laundering.

One double period per week for the third quarter.

Cooking and Dietetics 51-52-53: Household Arts 41-42 or its equivalent is a prerequisite for this course. It includes a further study in composition and values of foods, food preservation as applied to canning, preserving, and pickling; the chemical and physical effects of heat and the relation these matters bear to digestion and nutrition; a simple study of dietetics and the planning of well-balanced dietaries for individuals of different ages and under different conditions. Average dietaries are served after careful balancing. Some knowledge concerning the dietetic treatment of diseases is given and practice in preparation of invalid dishes. Lectures, class discussion, reference readings, and laboratory work.

Laboratory fee, 25 cents per quarter.

One single and two double periods per week for the first, second, and third quarters.

Home Economics 52-53: Same content as Home Economics 31.

Two periods per week for the second and third quarters.

Cooking and Table Service 61-62-63: This course presupposes Cooking 51-52-53 and advances on the work given. It further includes a close study of the problems of menu-making; planning meals; different styles of table service; soups, entrées, and sauces; salads, desserts, with various methods of preparation and garnishings; cooking and serving breakfasts, luncheons, and dinners. Lectures, class discussion, laboratory, and reference readings.

Fee, 25 cents per quarter.

One triple period per week for two quarters, 62 being a repetition of 61 for the non-teaching seniors.

Dressmaking 61-62-63: The purpose of this course is to teach the principles of dressmaking, practice in accurate measurements, drafting patterns, adaptation of patterns, designing garments, economical cutting and fitting, the principles of good design as applied to clothing, tailored and other finishes suitable for dresses of different materials. Practical work consists in making dresses of cotton, wool, and silk materials and remodeling garments.

Text: Fales, Dressmaking.

Fee, 25 cents per quarter.

One single and two double periods per week for the two quarters, 62 being a repetition of 61.

Home Planning and Furnishing 61-62-63: Home and Its Furnishings. A study of the ideals for a home; the considerations in selection, location, and plans for a home; means of beautifying the home and surroundings; principles of art as applied to the selection of furniture; furnishing and color in the home; types of furniture; selection and care of furnishings. Lectures, class discussion, reference readings, and reports.

Two single periods per week for two quarters (first and third), 62 being a repetition of 61.

Household Arts Methods 61-62-63: A study of the educational basis of household arts and its relations to other subjects; content of the subject; types of lessons for different grades; observation and discussion of lessons; examination, organization, and planning of courses of study in household arts in elementary and secondary schools, and equipment for elementary and secondary schools according to environment selected by the student; class management as related to household arts; sources of materials and illustrative work; practice teaching. Class discussion, reference readings, and reports.

Text: Cooley, Domestic Art in Woman's Education.

Two periods per week for two quarters (first and third), 62 being a repetition of 61.

Millinery 61-62-63: A course in home millinery, including the making of patterns for various styles and types of hats for children and adults; construction of frames of wire and shapes of buckram, willow, etc.; covering and finishing a spring hat with straw, silk, or ribbon. Old materials are renovated and old hats remodeled. Materials are furnished by students.

Laboratory fee, 25 cents per quarter.

One double period per week for two quarters (first and third), 62 being a repetition of 61.

Nursing 61-62-63: This course aims to give knowledge as to the proper treatment of accidents, such as burns, cuts, poisoning, stings, and other emergencies in the absence of a physician; the choice and care of room in illness; the care of the sick, including making the bed, lifting, bathing, and serving meals; a study of the causes of spread of contagious and infectious diseases and their prevention.

One period per week for two quarters (first and third), 62 being a repetition of 61.

Textiles 61-62-63: This course gives a survey of the textile materials with special reference to the economic side. Topics considered: Manufacturing conditions affecting the value of materials; consumers' league; judgment of textiles; hygiene of clothing; clothing budgets, etc. Laboratory problems; identification of materials, cost, weave, uses, etc.; microscopic study of fibers and substitute materials; chemical study of fibers to determine content and adulterations; effects of detergents, etc.; dyeing.

Text: Woolman and McGowan, Textiles.

One double period per week for two quarter (first and third), 62 being a repetition of 61.

History of Costume 61-62-63: The aim of this course is to teach the development of costume from the standpoint of history and design. A study of the ancient Egyptians, Grecians, Romans, and French costumes, early and modern, is given. A survey of American costume and its developments is included. Charts in tracing, illustrating the various steps in the changes of styles, are made. Lectures, required readings, and discussions.

One single period per week for two quarters (first and third), 62 being a repetition of 61.

Cooking and Dietetics 61-62-63: Same as Cooking and Dietetics 51-52-53.

Advanced Cookery 71-72-73: This course gives an introduction to research cookery by experimental work in various problems as doughs, batters, breads, food preservation, fireless cooker, etc. More complex combinations of food materials into dishes requiring technical skill are used; serving meals with special emphasis as to economy of time, money, and effort; demonstration work of problems before clubs and classes; some experience in large quantity preparation and service of foods. Lecture, laboratory, and research.

Laboratory fee, 25 cents per quarter.

One triple period per week for the first, second, and third quarters.

Millinery and Art Needlework 71-72-73:

(A) Millinery: A practical course in millinery which is a continuation of Millinery 61-62-63. It includes designing hats with emphasis as to good line, color, and technique; making bandeaus, bows, folds, plaitings and flowers of ribbon, silk, and straw; utilization of old materials by renovating; making and trimming a fall or winter hat.

(B) Art Needlework: This course aims to give essentials of good design as applied to the various forms of art needlework and to apply this knowledge to articles of clothing or house furnishings, to develop taste, skill, neatness, and good judgment in work; to adapt this work to needs of classes in public schools.

Laboratory fee, 25 cents per quarter.

One single and one double period per week for the first, second, and third quarters.

Household Economics 71-72-73: This course considers the economic status of the home and the organization and control of the family and personal life through the economic relations of the household. Topics considered are: Sociological aspects of the home; home-making a profession; home ownership versus rental; standards of living in reference to income and family expenditures; standardized budgets; household accounts and methods of keeping; business methods; cleanliness; marketing. Lectures, class discussion, reference reading, and reports.

Two periods per week for the first, second, and third quarters.

Home Nursing and Care of Children 71-72-73: A summary of topics treated in Home Nursing 61-62-63; a brief treatment of the causes and transmission of diseases in the home; meaning of sanitary environment; importance of building up vital resistance; hygiene of illness in surroundings; dangers of patent medicines; discussion of health problems; emphasis on the care and feeding of children. Advanced work in the nursing and diet of the sick is given.

Two periods per week for the first, second, and third quarters.

Cooking and Dietetics 72-73: Same in content as Cooking and Dietetics 51-52-53.

History of Costume 72-73: Same in content as History of Costume 61-62-63.

FINE AND INDUSTRIAL ARTS

The liberal education of to-day includes the utilitarian as well as the classical element. A contact with life problems is no longer considered as dangerous to culture. The new methods in education make it necessary for the student to understand and appreciate the industrial arts; industrial processes and products. With the idea of giving this understanding and appreciation to the student, this course has been planned. The course also aims to develop a larger appreciation through the study of the principles of art structure, which are related to all industrial processes.

This department endeavors to use the study of design and color as a means of improving the student's taste in dress and home furnishings.

Fees in this department cover cost of all tools and materials used.

The principal reference books used in this department are: Arthur W. Dow, *Composition*; Ernest Batcheller, *Design in Theory and Practice*; *The Industrial Arts Text-books*; *The Applied Arts Drawing Books*; *The Art Course for Chicago Public Schools*; Marten, *Manual Training Play Problems*; Brigham, *Box Furniture*; Vaughn, *Printing and Bookbinding*; Frederick Whitney, *Blackboard Sketching*; Pellew, *Dyes and Dyeing*; White, *How to Make Baskets*; Davidson, *Concrete Pottery and Garden Furniture*; Dewey, *Industrial Education in the Elementary Schools*; Forman, *The Story of Useful Inventions*; Katherine E. Dopp, *Place of Industries in Elementary Education*, *The Tree-Dwellers*, *The Early Cave Men*, *The Later Cave Men*; Ballard, *Handwork as an Educational Medium*; Johnston, *Writing and Illuminating and Lettering*; Dillaway, *House Planning and Furnishing*, *Decoration in the School and Home*; Cox, *Pottery*; Binns, *The Potters' Craft*; Noyes, *Handwork in Wood*; Brace and Mayne, *Farm Shop Work*; Bolman, *Art in Dress*; Eberlien and McClure, *The Practical Book of Period Furniture*; Bailey, *Art Education*; Thatcher, *The Story of Paper Making*, *The Story of Books*, *Simple Soldering*; Alpha Portland Cement Co., *Blueprint Service Sheets*.

Drawing 11: Free-hand perspective and constructive drawing. This course is given to drawing showing the use of the T square, triangles, compass, curves, and figures necessary for geometric problems, and the drawing of simple chemical apparatus, such as the bunsen burner and its parts, test tubes, beakers, ring stands, funnels, and jars.

Two periods per week for the first term.

Fee, 50 cents for the term.

Home Mechanics 21-22: The purpose of this course is to give a working knowledge of simple soldering, the use of wood-working tools, weaving, dyeing, cement work, and finishing materials for wood. The projects are selected from the following: Bench hook, magazine rack, bookshelves, forms for concrete window boxes, footstools, fly traps, bird houses, butter paddles, utensil rack, canning rack, evaporators, mending utensils, dyeing textiles, mending and refinishing old furniture, and some hand-built pottery with firing of pottery kiln and glazing.

One single and two double periods per week for the session.

Drawing 32: Simple working drawings in planning useful household devices. Nature drawings of grass, fruits, and flowers. Design and color study in lettering and designing posters and in elementary costume design.

Two periods per week for the second term.

Fee, \$1.00 for the term.

Manual Arts 31-32: This course aims primarily to give such forms of handwork as can be given in the rural schools without special shop equipment. It includes work in wood, cement for concrete construction, weaving with willow and native grasses, paper, cardboard, and textile dyeing. The projects are selected from the following: Seed-testing box, rat-proof chicken coops, yard bench, book rack, forms for concrete work, tomato trellis, portable cold frame, vegetable drier, row markers, transplanters, bird houses, baskets, loose-leaf notebook—double hinge cover, receipt clipping case, knots and hitches for farm use, textile dyeing, and mending utensils.

One single and two double periods per week for the first term; one single and one double period for the second term.

Fee, \$2.50 for the session.

Drawing and Design 41-42: Both terms of this course are spent in studying the principles of design. Original designs and composition are made. Fine design and proportion are emphasized in posters, book covers, the printed page signs, and illuminated tests. Pose work and other free-hand perspective drawing to precede poster work. Block printing of textiles is one of the projects of this class.

Two periods per week for the session.

Fee, \$2.25 for the session.

Elementary Bookbinding and Printing 41-42: This course is planned to meet the need for practical constructive work in the grades

and high school where there is no special equipment. It takes the study of paper making and bookbinding, touching upon the history of each. Practice in the use of a hand printing press is given as a part of this course. Projects given are: Making boxes, portfolios, desk pads, kodak and scrap books, notebooks—using loose-leaf, hinged cover, books sewed on tape case cover, binding magazine articles, book mending, designing printed page, typesetting, and proof-reading.

One single and two double periods per week for the first term; one single and one double period per week for the second term.

Fee, \$3.00 for the session.

Drawing and Handwork 51-52: Drawing, design, and construction work for the grades and high school.

Drawing and Handwork 51: The purpose of this course is to give the student a general knowledge of drawing, design, and color suitable for school use. Free-hand perspective drawing, nature drawing, black-board sketching, design and color study in poster making, book covers, simple costume design.

Fee, \$1.00 for the quarter.

Three periods per week for the first quarter.

Drawing and Handwork 52: Primary Handwork. A course designed to give the student a working knowledge of the various forms of handwork which can be used as a means of self-expression in primary grades. The problems will include work in clay, paper, cardboard, textile weaving, simple basketry, model farm, and community sand table.

Fee, \$2.00 for the quarter.

One single and two double periods per week for the second quarter.

Drawing and Handwork 52a: Elementary Handwork. This course gives the various forms of handwork which can be used as a means of self-expression in the elementary grades. It includes projects in paper and cardboard, textile printing—either block or stencil, clay, cement, and wood. Projects are selected from the following: Book rack, bird houses, kite, other toys, seed-test rack, transplanter, forms for concrete window boxes, tea tiles, baskets, loose-leaf notebooks with double-hinge cover, clay modeled animals, tying knots and hitches.

Fee, \$2.00 for the quarter.

One single and two double periods per week for the second quarter.

Drawing and Handwork 52b: This course gives the various forms of handwork which can be used as a means of self-expression in the

high schools where there is no special equipment. Projects are selected from the following: Bench hook, Cape Cod weather vane, bookshelves, portable cold frame, trellis for small plants, pigeon house, forms for concrete feeding troughs, cement tea tiles, baskets from native grasses, binding magazine articles sewed on tape with case cover, scrapbook of single sheets with case cover, tied and dyed scarfs, tying knots and hitches.

Fee, \$2.00 for the quarter.

One single and two double periods per week for the second quarter.

Advanced Drawing and Handwork 51-52: A study of the principles of art structure and application of designs in shaping and decorating definite articles; creative power in choosing and combining line, tones, colors; special work in planning and designing costumes for school festival work.

Advanced Drawing and Handwork 51: This quarter is given to designing costumes for festivals and plays; hand-built pottery, mixing glazes, stacking, and firing the kiln; block printing; and advanced drawing.

Fee, \$1.50 per quarter.

Three periods per week for the first quarter.

Advanced Drawing and Handwork 52: This quarter is given to designing and making simple jewelry, etched copper, willow basket weaving, tied and dyed textile work, book making, and advanced drawing.

Time and fee same as in 51.

Drawing and Handwork Methods 53: This course includes the theory and practice of teaching drawing and handwork in the public schools, planning lessons and courses of study, practice in grade work in drawing, and a course in picture study for the elementary grades and high school. Students study and discuss the relation of art to other phases of school work. Students are taught how to obtain and use the bulletins of the Bureau of Education, of the Smithsonian Institution, of the Bureau of Publications, and the catalogues and materials given by manufacturers. Cost of material and equipment for use in public schools is considered.

Fee, 50 cents.

Three periods per week for the third quarter.

Drawing Methods 61-62: An abridged course covering the principal topics outlined in Drawing and Handwork Methods 53.

One period per week for the first and second quarters for both teaching and non-teaching sections.

Home Mechanics 51-52-53: This course offers practical application in the principles of harmony and color study for decorative house furnishing. It includes the use of simple wood-working tools, simple soldering, textile printing and dyeing, basket weaving, making moulds and dies for cement tiles, treatment of floors, and wood finishing.

Home Mechanics 51: The use of wood-working tools, staining and polishing wood given in this quarter. Some of the projects are bird house, fly traps, bread-cutting board, utensil rack, fireless cooker, receipt cabinet, canning rack.

Fee, \$1.00.

One single and one double period per week for the first quarter.

Home Mechanics 52: The use of wood-working tools continued in the making of more advanced projects: Clothes-tree, magazine rack, picture frames, mending and refinishing old furniture.

Fee, \$1.00.

One single and one double period per week for the second quarter.

Home Mechanics 53: Some time is given in this quarter to wood working, weaving, soldering, dyeing, and cement work. The projects are cement tea tiles, reed basket and traps, mending utensils, textile dyeing, making window boxes and flower pedestals, and the treatment of floors.

Fee, \$1.00.

One single and one double period per week for the third quarter.

Design 51-52-53: Space filling, line harmony, notan, color harmonies studied through general principles of design. Development of power to appreciate fine qualities of proportion, arrangement, and color. Application in designs directly related to the home.

Design 51: Students' creative powers stimulated through copying fine examples of textile and other designs; variations made of these designs; original designs required; Munsell color theory studied and used in designing.

Fee, \$1.00 for the quarter.

One single and one double period per week for the first quarter.

Design 52: This quarter includes constructive and decorative designs and color study for textile printing, designs for embroidery, and elementary costume designs.

Fee, \$1.00 for the quarter.

One single and one double period per week for the second quarter.

Design 53: This quarter deals with special problems in household decoration. Study of color harmonies for various rooms; study of line and form in period furniture; selection of good pieces of furniture from catalogues.

Fee, \$1.00 for the quarter.

One single and one double period per week for the third quarter.

Drawing Methods 61-62: This course includes the theory and practice of teaching art in the public schools, planning lessons and courses of study, practice in grade work in drawing, and a course in picture study for the elementary grades and high school. Students study and discuss the relation of art to other phases of school work. Students are taught how to obtain and use the bulletins of the Bureau of Education, of the Smithsonian Institution, of the Bureau of Publications, and the catalogues and materials given by manufacturers. Cost of material and equipment for use in public schools is considered.

One period per week for the first and second quarters.

Fine Art Appreciation 61-62: (A) The space arts, architecture, sculpture, painting, and handicrafts. A general survey of the field of art in all ages is given, with special emphasis upon the periods where creative art was at its height. The principles of art structure are studied through a course of lectures on the masters of art and the masterpieces of the world in sculpture, painting, and handicrafts.

One period per week for the first and second quarters for both teaching and non-teaching sections.

(B) Music. A general review of the development of music throughout the ages, with the aim of acquainting the students with standard vocal and instrumental compositions, so that they may listen with appreciation. Various musical forms, such as the standard operas, oratorios, and other vocal and instrumental compositions are illustrated by victrola records.

One period per week for the first and second quarters.

Students are advised to plan for a trip to Washington to hear grand opera and to visit the art galleries.

Advanced Drawing and Handwork 61-62: Content and time same as in Advanced Drawing and Handwork 51-52.

Home Mechanics 63: This course gives advanced work in the making of projects suitable for high schools. The materials used are wood, finishing materials, and cement. A portion of the time is given to discussions and reports. Projects will be selected from the following: Seed-testing box, bookshelves, sewing table, tea table, pigeon house, chicken coops, forms for concrete feeding troughs, concrete feeding troughs.

One single and two double periods per week for the third quarter.
Fee, \$2.00.

Advanced Wood and Cement Work 71-72: This course includes the study of tools, uses, adjustments, care and how to sharpen tools, the making of a few important joints used in wood construction and their application in making useful projects; study of woods; study and practice in mixing and applying finishing materials for interior woodwork and furniture. The fundamental principles in concrete construction are given through a series of projects involving different ways of making and finishing concrete.

Advanced Wood and Cement Work 71: This quarter is given to concrete work. Some of the projects are: Concrete posts, blocks, sidewalks, troughs for feeding, flower pedestals.

One single and one double period per week for the first quarter.
Fee, \$2.00 per quarter.

Advanced Wood and Cement Work 72: This quarter is given to woodwork. Some of the projects are: Sewing table, beehive, pigeon house, porch swing, rat-proof chicken coop.

Time and fee same as in 71.

Drawing and Handwork Supervision 72: This work consists of lectures, assigned readings, and reports. Among various topics covered are new standards in education for teaching drawing and handwork, place in the curriculum and relation to other subjects, cost of equipment, study of efficient equipment, forms of handwork which require no special equipment, courses of study with value of special group projects, sources of literature bearing upon this subject, dealers' catalogues, publications Bureau of Education, Smithsonian Institution, magazines. History and development are touched upon. Relation of supervisor to public-school teacher is discussed.

Three periods per week for the second quarter.

Costume Design 71-72-73: The development of good taste in dress through the study of line, notan, and color applied to problems in textiles, embroidery, and costumes is the aim of this course.

Costume Design 71: Study, through sketches, of lines and color of costumes of various periods; copying textile design; study of line in dress suitable for individual figures.

Fee, \$1.00 for the quarter.

One single and one double period per week for the first quarter.

Costume Design 72: Special problems in design and color schemes suited to the individual; adaptation of designs to costumes.

Fee, \$1.00 for the quarter.

One single and one double period per week for the second quarter.

Costume Design 73: Quick sketching of dresses, hats, and accessories; special problems in design and color for accessories; designing of costumes for individual wardrobes.

Fee, \$1.00 for the quarter.

One single and one double period per week for the third quarter.

MUSIC

The aim of the course in music in a Normal School is to prepare the students to teach music in the public schools. Wherever music has been systematically and pedagogically taught to children in the grades, educators have become fully convinced of its educational value. No subject has greater power in awakening thought and action, and it is an important factor in the physical, mental, and moral development of the child.

To teach the subject effectively, the teacher must herself be equipped with a knowledge of the fundamentals. It is essential that she be able to read at sight such simple music as should be taught in the grades. Through more advanced study she may have a broader conception and appreciation of the intellectual and æsthetic values of music.

Music 41-42: This course is designed for beginners. Its completion requires the ability to read at sight such music as is taught in the first five grades. It deals with the principles of musical structure, study of notation, sight reading.

Music 41: This comprises the work of the first three years in the grades.

Material: Melody Studies, W. Aiken; Second Year Music, Dann; Third Year Music, Dann; Manual of Dictation, Book I, Dann; Music Writing Book, No. 1, Dann; Harmonic Music Charts A, B, C, Ripley and Tapper.

Three periods per week for the first term.

Music 42: This course is a continuation of Music 41, and takes up the work in the fourth and fifth grades.

Material: Fourth Year Music, Dann; Fifth Year Music, Dann; Manual of Dictation, Book II, Dann; Music Writing Book, Nos. II and III, Dann; Harmonic Music Charts D, E, F, Ripley and Tapper.

Three periods per week for the second term.

Music 41a-42a: Students who have completed Music 32 are eligible to this course. It takes up the problems of third, fourth, and fifth year in music.

Music 41a: The methods and materials are essentially the same as in Music 41.

Material: Third Year Music, Dann; Fourth Year Music, Dann; Manual of Dictation, Book I, Dann; Harmonic Charts B, C, Ripley and Tapper.

Two periods per week for the first term.

Music 42a: The work of this term is practically the same as in Music 42.

Material: Fourth Year Music, Dann; Fifth Year Music, Dann; Manual of Dictation, Book II, Dann; Music Writing Book, Nos. II and III, Dann; Harmonic Music Charts D, E, F, Ripley and Tapper.

Two periods per week for the second term.

Public School Music 51-52: Students entering the Junior Professional year with no previous instruction in music will enter this course. The material and methods used are the same as in Music 41-42.

Music 51: Content same as Music 41.

Three periods per week for the first quarter.

Music 52: Content same as Music 42.

Three periods per week for the second quarter.

Music Methods 53: This course is required of Juniors I and II, and is open to all Juniors. It is devoted to the pedagogical consideration of music from the kindergarten through the lower grades. The work of each year is taken up in detail and problems which confront the grade teacher are discussed. Special attention is given to the choice and use of material and to the care of the child's voice. The rote song is discussed in its relation to musical work. Students are required to consult the following references: School Music Teaching, Giddings; The Child Voice in Singing, Howard; Education Through Music, Farnsworth.

Three periods per week for the third quarter.

Advanced Music 51-52: This course is elective and open to students who have completed Music 41-42, or Music 41a-42a, who wish to specialize in music. More advanced work is given along all lines.

Advanced Music 51: The minor mode in comparison with the major, syncopation, modulation, the bars, staff, and three-part singing are features of this course.

Material: Sixth Year Music, Dann.

Three periods per week for the first quarter.

Advanced Music 52: Advanced dictation and melody writing, elementary harmony involving the different intervals and chords in their natural relations and combinations, scales, intervals, and triads are studied.

Three periods per week for the second quarter.

Music Methods 61-62: This course is devoted to the pedagogical consideration of music from the kindergarten to the seventh grade, inclusive. The work of each year is taken up in detail and problems which confront the grade teacher discussed. Preparation of lesson plans and practice teaching are phases of the work.

One period per week for the first and second quarters for both teaching and non-teaching sections.

Advanced Music 61-62:

Advanced Music 61: Same as Advanced Music 51.

Three periods per week for the first quarter.

Advanced Music 62: Same as Advanced Music 52.

Three periods per week for the second quarter.

Fine Art Appreciation 61-62: For description of course see Fine Arts Department.

Music Supervision 72: This course is designed for students who wish to become music supervisors. The work covers the relation of music to public education. It covers the subject-matter in Music Methods 53, but is more comprehensive in character, adding an intensive study of upper-grade work. The following general topics are discussed: Two-, three-, and four-part singing, care and preservation of the student's voice, conducting and management of choruses, arrangement of teaching material, lesson plans, and observation work. A survey of current school music courses is made.

Three periods per week for the third quarter.

Chorus: Chorus singing is required of all students in the school, beginning with the third high-school year. The chorus is divided into two sections as follows:

Chorus A is composed of those students who have not had one year of chorus work. Standard hymns, folk songs, and patriotic songs of the various nations are studied. Such material as is used for community singing is emphasized.

One period per week for the session.

Chorus B is composed of those students who have had one year of chorus work. More advanced compositions than those presented in Section A are studied. Such material as Dann's Assembly Songs is introduced.

One period per week for the session.

Note: Only two years of chorus is required.

Glee Club: A Glee Club is selected from the student body. Its membership is limited to twenty-four voices chosen according to quality of voice and sight-singing ability. The best part songs, choruses, and ballads written for ladies' voices are studied and given in programs during the year.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid

her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) to correct in so far as possible faults of posture and physical defects; (3) to acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

Physical Education 11-12: The foundation for all succeeding gymnastic work is laid in this course. Students are made familiar with nomenclature, tactics, and order movements. Simple folk and æsthetic dances, health talks, and posture tests are included.

Physical Education 11: Facing, marching, running, class formations, preliminary positions; simple exercises for head, chest, back, arms, and legs; breathing exercises and posture test.

Two periods per week for the first term.

Physical Education 12: Same general type of work as in 11, but increasing in difficulty through the use of double and compound exercises and more advanced formations in tactics, and steps in dances; field athletics.

Two periods per week for the second term.

Physical Education 21-22: Continuation of same forms of work as done in 11-12, but more advanced. Light hand apparatus introduced.

Physical Education 21: Review of facing, marching, running, and order movements, wands introduced. Games and dances, increasing in difficulty; posture test and health talks.

Two periods per week for the first term.

Physical Education 22: Continuation of 21, but introducing skipping reeds and balance beam; field and track athletics.

Two periods per week for the second term.

Physical Education 31-32: Work now becomes more complicated. Tactics adapted from the United States Army Manual; dumb bells introduced; continuation of rhythmic work; health talks and posture test.

Physical Education 31: Review of free-hand work as preliminary to dumb-bell work; dumb bells introduced; games requiring some team work; folk and æsthetic dances more advanced.

Two periods per week for the first term.

Physical Education 32: Continuation of 31. Out-of-door games and athletics.

Two periods per week for the second term.

Physical Education 41-42: Use of all previous apparatus continued; Indian clubs introduced; exercises are now of an advanced type and require mental concentration and muscular control; health talks and posture tests.

Physical Education 41: Complicated tactics and maze running; Indian clubs used; exercises requiring poise and concentration.

Two periods per week for the first term.

Physical Education 42: Progression from 41; stall bars used occasionally; athletics.

Two periods per week for the second term.

Gymnastics 51: In the Junior Year the point of view changes and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of certain exercises, their aim, and order.

Two periods per week for the first quarter.

Gymnastics, Songs and Games 52-53: The need of more freedom and recreation in the schoolroom is stressed in this course, and the work adapted to playgrounds. While floor work is still required an effort is made to give the students material and methods which will be practical for their own teaching. Simple games with and without singing, and story plays as gymnastic lessons are planned and taught.

Gymnastics, Songs and Games 52: Rules for conducting recreation in the room, including light, temperature, and ventilation. Rules for sitting, rising, and class arrangement. Story plays, ring games, and running games.

Texts: Stecher, Rhythmic Action Plays and Games; Stonerood, Gymnastic Stories and Plays.

Two periods per week for the second quarter.

Songs and Games 53: Story plays suitable to season are continued; directions for management of small children on the playground; playground games and simplest folk dances.

Texts: Same as in 52.

Two periods per week for the third quarter.

Gymnastics, Plays and Games 52-53: In the preparation of teachers for grammar grade work a more difficult type of work is presented, and methods are adapted to older children. Floor work is continued, but material and methods are stressed.

Gymnastics and Games 52: Higher forms of class management than in primary grades; changing and separation according to height and necessary floor space; exercises and fancy steps; school-room games as desk relay, automobile race, etc.; adaptation of games to teaching other subjects.

Texts: Bancroft, Games; Bancroft, School Gymnastics Free-hand; Ward Crampton, The Folk Dance Book.

Two periods per week for the second quarter.

Gymnastics, Plays and Games 53: Light hand apparatus in school-room; methods for taking posture test; writing drill; planning of exhibitions and festivals.

Texts and time same as in 52.

Gymnastics and Athletics 52-53: In this course the needs of athletics in high schools forms the basis for study. Athletics and athletic tests and records for boys and girls are studied. No special text is used, but a notebook of the course and reference work are required. Floor work is required.

Gymnastics and Athletics 52: In addition to formal floor work the kinds of gymnastics for high school use are studied. Free-hand and light apparatus; some forms of heavy apparatus; construction of chin bars, seesaws, balance beams, etc.

Two periods per week for the second quarter.

Gymnastics and Athletics 53: Students are given opportunity to observe and try out methods. Standing and running broad jump; running high jump to illustrate form; making of running track and jumping pit; how to conduct an athletic badge test.

Two periods per week for the third quarter.

Educational Gymnastics 61-62-63: General viewpoints regarding the teaching of physical training in schools are discussed. Objects, kinds, and characterization of work based upon development of different age groups. In addition to text, reference work is required.

Educational Gymnastics 61-62: Physical education viewed as to physical and educational effects. Points to be considered in selection

of exercises; classification of exercises, games, field, and track athletics for each age group; selection of apparatus work and dancing steps.

Text: Stecher, Educational Gymnastics.

Two periods per week for the first and second quarters.

Educational Gymnastics 63: Class aims and records by ages in track and field events; relief and recreational exercises; gymnastic positions; study of typical gymnastic lessons by grades.

Text and time same as in 61-62.

Personal Hygiene 61-62-63: The study of hygiene as a means of improving and conserving health, and efficiency forms the basis of this course. No special text is required, but a notebook is kept and reference work required.

Personal Hygiene 61-62: Talks on diet, sleep, exercise, bathing, clothing, etc.; how to use these agents for the maintenance of health and life.

Two periods per week for the first and second quarters.

Personal Hygiene 63: Facts and principles relating to the body's construction and function which may strengthen the argument in favor of hygienic living; improvement of health and prevention of disease; first aid methods.

Two periods per week for the third quarter.

Gymnastics and Athletics 71-72-73: Floor work is required in this course, but the work is also approached from the point of view of its effects physically and psychologically upon the child.

Gymnastics and Athletics 71: Child's need of exercise; classification of forms of natural exercise according to age and sex; effects of these forms; abnormal effects of overexercise; securing the balanced relation between exercise and character formation; psychology of play.

Two periods per week for the first quarter.

Gymnastics and Athletics 72: Exercise which secures mental and physical coördination; training the deficient child; games vs. sense perception; social value of gymnastics and athletics.

Two periods per week for the second quarter.

Gymnastics and Athletics 73: Sociological and economic significance of play and athletics; medical and corrective gymnastics.

Two periods per week for the third quarter.

Seniors

CLASS 1917-1918

SENIOR I

Ellen Todd Armistead	Lottie Neal Kay
Genevieve Contesse Burke	Fannie May Morgan
Eleanor Carolyn Blick	Helen Harrington Rains
Mariah Louise Cosby	Clara Collins Richards
Grace Fitzhugh Harrison	Lucy Litchfield Sears
Angelina Plesy Haught	Vesta Virgilia Taylor
Lelia Marie James	

SENIOR II

Mary Ellen Burke	Ida Frances Felton
Ruth Odell Brinkley	Virginia Towles Gordon
Nellie Judson Carter	Nellie Hodgson
Katherine Elizabeth Corr	Mary Aleph Langstun
Hester Maie Dempsey	Virginia Price Saunders
Jean Hart Digges	Lou Ella Waller
Mabel Elizabeth Foster	Mary Bowie White

SENIOR III

Alma Myrtis Bareford	Iva Jeannette McCalley
Idalia Tyler Bland	Emily Percifull
Ila Lynwood Brooks	Mary Isca Powers
Myrtle Loving Diggs	Garland Lee Straughan
Jessie Elizabeth Harris	Nora Lee Sydnor
Lelia McCanna	

SENIOR IV

Lucy Carmichael	Lalie Lett
Natalie Elmira Dudley	Daisy Louise Burr Milbourne
Lula May French	Lucy Payne
Margaret Byron Hawkins	Ayesha Leigh Straughan
Amelia Elizabeth Lankford	

SENIOR V

Edmonia Stuart Randall	Grace Kinnier Tanner
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Register of Students for 1917-1918

NAME	ADDRESS	COUNTY OR CITY
Allison, Gertrude Lee.....	Sharps	Richmond
Allison, Rosine Olivia.....	Sharps	Richmond
Almond, Lucy Hazel.....	Locust Grove	Orange
Armistead, Ellen Todd.....	Hampton	Elizabeth City
Atkinson, Estelle.....	Honest	King William
Aylor, Maude Frances.....	Mitchells	Culpeper
Bailey, Virginia Prince.....	Richmond	Henrico
Ball, Eleanor Stuart.....	Saluda	Middlesex
Bareford, Alma Myrtis.....	Dunbrooke	Essex
Bartleson, Lulah M.....	Rayo	Spottsylvania
Bass, Frances Josephine.....	Branchville, S. C.....	
Beadles, Lucille Cary.....	Richmond	Hanover
Beane, Mabel Estelle.....	Molusk	Lancaster
Beane, Mildred Louise.....	Molusk	Lancaster
Beazley, Roy Carpenter.....	Somerset	Orange
Beazley, Ruby Lee.....	Somerset	Orange
Berry, Mildred Nelson.....	Weedonville	King George
Billingsley, Adelaide Perry.....	Colonial Beach	Westmoreland
Billups, Kate Ritchie.....	Venter	King William
Blackburne, Ada Louise.....	Howertons	Essex
Bland, Idalia Tyler.....	Jamaica	Middlesex
Blankenbaker, Ida Irene.....	Madison	Madison
Blankenbaker, Mary Virginia.....	Madison	Madison
Blanton, Christine Gladys.....	McDuff	Caroline
Blanton, Mary Louise.....	McDuff	Caroline
Blick, Eleanor Caroline.....	Drewryville	Southampton
Boggs, Amelia Lofland.....	Nandua	Accomac
Booth, Leila Geneva.....	Blackwells	Northumberland
Bouldin, Jessie Wood.....	Roanoke	Franklin
Boxley, Marian Jerdone.....	Fredericks Hall	Louisa
Brady, Sadye Elizabeth Frances.....	Vienna	Fairfax
Branson, Ruth McClanahan.....	Meter	Westmoreland
Brinkley, Ruth Odell.....	Ashland	Hanover
Brizendine, Grace.....	Ozeana	Essex
Brooks, Ila Lynwood.....	Biscoe	King and Queen
Brooking, Ruby Maxine.....	Somerset	Orange
Brown, Delia Manning.....	Winston	Culpeper
Bundick, Mary Virginia.....	Modestown	Accomac
Burke, Genevieve Contesse.....	Mathews	Mathews
Burke, Mary Ellen.....	Mathews	Mathews
Burrus, Earleyne Meredith.....	Chilesburg	Caroline
Campbell, Martha Louise.....	Mulberry Island	Warwick
Carleton, Elizabeth Browning.....	Laneview	Essex
Carmichael, Lucy Ashby.....	Fredericksburg	Spottsylvania
Carter, Nellie Judson.....	Bowling Green	Caroline

NAME	ADDRESS	COUNTY OR CITY
Carter, Winnie Davis.....	Lent	Caroline
Chewning, Helen Lewis.....	Chilesburg	Caroline
Chidester, Genevieve.....	Clarksburg, W. Va.....	Harrison
Chiles, Avie Belle.....	Fredericksburg	Spottsylvania
Clarke, Elizabeth Seymour.....	Hampton	Elizabeth City
Cochran, Mary Frances.....	Fredericksburg	Spottsylvania
Cockerille, Georgie Austin.....	Herndon	Fairfax
Coe, Madeline Downing.....	Fairfax	Fairfax
Compher, Madeline Catherine.....	Round Hill	Loudoun
Conway, Lucy Gouldin.....	Mossneck	Caroline
Corr, Katherine Elizabeth.....	Little Plymouth.....	King and Queen
Cosby, Mariah Louise.....	Buckner	Louisa
Cosby, Martha Terrell.....	Buckner	Louisa
Cosby, Sarah Wingfield.....	Buckner	Louisa
Crismond, Ruth Sinclair.....	Spottsylvania	Spottsylvania
Courtney, Eva May.....	Ino.....	King and Queen
Courtney, Effie.....	Ino.....	King and Queen
Courtney, Lucy Blanch.....	Ino.....	King and Queen
Cunningham, Anne Lee.....	Fredericksburg	Spottsylvania
Daougherty, Doris Langley.....	Hampton	Elizabeth City
Davenport, Helen Louise.....	Heathsville	Northumberland
Davis, Grace.....	Tidewater	Richmond
Davis, Willie Estelle.....	Merrypoint	Lancaster
Dempsey, Hester Mae.....	Leavells	Spottsylvania
De Lano, Charlotte Montague.....	Acorn	Westmoreland
Dew, Ellen Byrd.....	Woodford	Caroline
Dew, Helen Dunbar.....	Crouch	King and Queen
Dobyns, Willie Rebecca.....	Oldhams	Westmoreland
Downing, Sue Edmonds.....	Lancaster	Lancaster
Dice, Alice Phoebe.....	Fredericksburg	Spottsylvania
Dickinson, Pearl Lillian.....	McHenry	Spottsylvania
Digges, Jeane Hart.....	Waterloo	Fauquier
Diggs, Myrtle Loving.....	King and Queen.....	King and Queen
Dillard, Virginia Hardenia.....	Chilesburg	Caroline
Dudley, Margaret Elizabeth.....	Churchville	Augusta
Dudley, Natalie Elmira.....	Churchville	Augusta
Duncan, Julia Rue.....	Newport News	Warwick
Dunn, Janie Robinson.....	Dunnsville	Essex
Durette, Dorothy St. John.....	Leavells	Spottsylvania
Eckenrode, Frances Cornick.....	Fredericksburg	Spottsylvania
Edwards, Mary Caryl.....	Maidens	Goochland
Evans, Janie Bagby.....	Waterview	Middlesex
Evans, Minnie Jouette.....	Mascot.....	King and Queen
Felton, Ida Frances.....	Council, N. C.....	Bladen
Ferguson, Belle Wooding.....	Java	Pittsylvania
Finney, Eva Earline.....	Logan	Spottsylvania
Fisher, Frances Eugene.....	Midlothian	Chesterfield
Fitzhugh, Lucy Pratt.....	Owens	King George
Ford, Katharine E. Harkamp.....	Fredericksburg	Spottsylvania
Foster, Mabel Elizabeth.....	Norfolk	Norfolk

NAME	ADDRESS	COUNTY OR CITY
Frazer, Kathryn Waller.....	Massaponax	Spottsylvania
Frazer, Ivarene Jordan.....	Massaponax	Spottsylvania
Frazer, Mattie Anderson.....	Spottsylvania	Spottsylvania
Frazer, Thelma Harris.....	Spottsylvania	Spottsylvania
French, Edna Shelkette.....	Roseville	Stafford
French, Lula May.....	Roseville	Stafford
Garland, Ruth Ellen.....	Warsaw	Richmond
Gilliam, Mary Emma.....	Carrollton.....	Isle of Wight
Gilliam, Rosa Hammer.....	Sheppards	Buckingham
Glenn, Mabel Lewis.....	Morattico	Lancaster
Goldman, Marjorie Leigh.....	Richmond	Henrico
Goodloe, Kathleen Coleman.....	Greenfield	Nelson
Goodloe, Hawsie Lewis.....	Greenfield	Nelson
Gordon, Virginia Towles.....	Spottsylvania	Spottsylvania
Goulding, Mary Edmonds.....	Rappahannock Academy.....	Caroline
Green, Lelia Mae.....	Atlee	Hanover
Green, Mattie Floyd.....	Atlee	Hanover
Green, Marian Roberta.....	Newport News	Warwick
Green, Helen Rouse.....	Thornhill	Orange
Gresham, Ella Stuart.....	Ottoman	Lancaster
Haile, Sophronia Elizabeth.....	Jamaica	Middlesex
Hale, Hazel Virginia.....	Village	Northumberland
Hall, Alice Louise.....	Doswell	Hanover
Hall, Viola Virginia.....	Contra	King and Queen
Hamilton, Mariana Scott.....	Fredericksburg	Spottsylvania
Harris, Jessie Elizabeth.....	Ellis Island, N. Y.....	Spottsylvania
Harris, Lucy Nelson.....	Frederick Hall	Louisa
Harrison, Grace Fitzhugh.....	Fredericksburg	Spottsylvania
Harwood, Louise.....	Saluda	Middlesex
Haught, Pleasy Angelina.....	Culpeper	Culpeper
Hawkins, Margaret Byron.....	Fredericksburg	Spottsylvania
Haynie, Virginia Elizabeth.....	Fredericksburg	Spottsylvania
Healy, Mary Redmond.....	Mount Holly	Westmoreland
Hearn, Nellie Brook.....	Port Conway.....	King George
Herndon, Lillian.....	Eheart	Orange
Herndon, Mary Catherine.....	Eheart	Orange
Hess, Margaret.....	South Richmond	Chesterfield
Hicks, Florence Virginia.....	Fredericksburg	Spottsylvania
Hodgson, Nellie.....	Kinsale	Westmoreland
Holladay, Margaret Miller.....	Rapidan	Culpeper
Hollins, Mary Olive.....	Frederick Hall	Louisa
Holman, Martha Elizabeth.....	Lee	Goochland
Holman, Mary Evans.....	Lee	Goochland
Holman, Maria.....	Lee	Goochland
Host, Virginia.....	Newport News	Warwick
Hoverstock, Gladys May.....	Carson	Dinwiddie
Hudson, Anna Rose.....	Lahore	Orange
Hudson, Baird Bryan.....	Lahore	Orange
Hundley, Lena Williams.....	Centercross	Essex
Hutcheson, Meta Neblett.....	Boydton	Mecklenburg

NAME	ADDRESS	COUNTY OR CITY
Jacob, Charlotte Elizabeth.....	Onley	Accomac
Jackson, Mary Emma.....	Midlothian	Chesterfield
Jackson, Verona.....	Newbern, N. C.....	Craven
James, Lelia Marie.....	Bellehaven	Accomac
Jenkins, Fannie Ona.....	Nuttsville	Lancaster
Jenkins, Margaret Horvey.....	Montross	Westmoreland
Jett, Hilda Amelia.....	Millenbeck	Lancaster
Johnson, Ruth Ellen.....	Fredericksburg	Spottsylvania
Johnson, Sarah Beal.....	Brokenburg	Spottsylvania
Jordan, Margaret Louise.....	Mossneck	Caroline
Jones, Agnes Dauthat.....	Berthaville	King George
Jones, Etta Buchanan.....	Edwardsville	Northumberland
Jones, Ruth Elizabeth.....	South Hill	Mecklenburg
Jones, Rosalie Elizabeth.....	Jones Store	Spottsylvania
Jones, Evelyn King.....	Youngstown, Ohio.....	
Kay, Annie Russell.....	Alps	Caroline
Kay, Ethel Gordon	Alps	Caroline
Kay, Lottie Neal.....	Sparta	Caroline
King, Emma Maie.....	Suffolk	Nansemond
Kirsner, Hattie	Hampton	Elizabeth City
Langstun, Mary Aleph	Holland	Nansemond
Lankford, Amelia Elizabeth.....	Milton, N. C.....	Caswell
Latham, Ella Mae.....	Newport News	Warwick
Lencke, Margaret Louise.....	Brooke	Stafford
Leonard, Mildred Hardenia.....	Irvington	Lancaster
Lett, Lalie	Newport News	Warwick
Lokey, Nettie Elizabeth.....	Irvington	Lancaster
Luck, Louise Carlton	Poindexter	Louisa
Madison, Frances French.....	Newport News	Warwick
Mann, Cora Elizabeth.....	Montross	Westmoreland
Mann, Elizabeth Victoria	Arlington, N. J.....	
Mapp, Virginia Rose.....	Bellehaven	Accomac
Mason, Grace Crozer.....	Modesttown	Accomac
Metzger, Angie Amanda.....	Woodbridge	Prince William
Milbourne, Daisy Louise Burr.....	Cape Charles	Northampton
Mills, Helen	Marye	Spottsylvania
Moncure, Roberta Ambler	Stafford	Stafford
Morgan, Fannie May	Warsaw	Richmond
Morgan, Gertrude Blackwell.....	Warsaw	Richmond
Moore, Vivian Lee.....	Newport News	Warwick
Morrison, Anna Elizabeth.....	Fredericksburg	Spottsylvania
Muse, Mary Thelma	Potomac Mills	Westmoreland
McCalley, Iva Jeannette	Fredericksburg	Spottsylvania
McCanna, Lelia	West Point.....	King William
McKann, Bessie Hurst.....	Samos	Middlesex
McRae, Elizabeth	Cumberland	Cumberland
Nicolls, Mabel Reamer.....	Pungoteague	Accomac
Ninde, Mary Louise	Colonial Beach	Westmoreland
Northington, Alma Jackson.....	South Hill	Mecklenburg

NAME	ADDRESS	COUNTY OR CITY
Ogburn, Bessie Drue.....	South Hill	Mecklenburg
Omohundro, Mary Gladys.....	Farmers Fork	Richmond
Parker, Susie Pearl.....	Surry	Surry
Payne, Lucy	Parker	Spottsylvania
Pearson, Celia Lyon	Atlee	Hanover
Peden, Margaret Daniel.....	Fredericksburg	Spottsylvania
Peirce, Janet Colquhoun.....	Nuttsville	Lancaster
Pepmeier, Amita H. Wilhelmina..	Corbin	Caroline
Percifull, Emily	Nesting	Middlesex
Pierce, Frances Lester	Windsor, N. C.....	Windsor
Pierce, Sara Louise.....	Windsor, N. C.....	Windsor
Poindexter, Lucy Vaughan.....	Frederick Hall	Louisa
Poindexter, Martha Rosalie.....	Frederick Hall	Louisa
Pollard, Louise Randolph	Jetersville	Amelia
Powers, Mary Isca.....	Meadow	Henrico
Pressey, Mollie Taylor.....	Newport News	Warwick
Rains, Helen Harrington.....	Warsaw	Richmond
Randall, Edmonia Stuart.....	Falmouth	Stafford
Ransone, Gertrude Elizabeth.....	Dunnsville	Essex
Reed, Lucy Byrd.....	Upshaw	King William
Renforth, Bethany Wade.....	Grafton	York
Rice, Myrtle Reese	Pensacola, Fla.	
Rice, Seltine Constance.....	Heathsville	Northumberland
Ricker, Mary Alma.....	Fredericksburg	Spottsylvania
Richards, Clara Collins	Tunstall	New Kent
Rixey, Louise Wise.....	Fredericksburg	Spottsylvania
Roberts, Essie Lee.....	Birdsnest	Northampton
Rebertson, Helen Virginia.....	Montross	Westmoreland
Roche, Elizabeth Sutton.....	Hampton	Elizabeth City
Saunders, Virginia Price.....	Hanover	Hanover
Scrimger, Pearl	Sharps	Richmond
Sears, Lucy Litchfield.....	Mathews	Mathews
Settle, Nannie Eunice.....	Templeman	Westmoreland
Skacklette, Warwick Ambler.....	Dido	King George
Siegel, Grace Baker	Mathews	Mathews
Simpson, Alice Laura.....	Clayville	Powhatan
Simpson, Ella Leigh.....	Clayville	Powhatan
Smith, Anna Elizabeth.....	Saint Just	Orange
Smith, Nettie Price.....	Dunbrooke	Essex
Spindle, Katharine Peachey	Ullainee	Essex
Stevens, Blanche	Wachapreague	Accomac
Straughan, Garland Lee.....	Warsaw	Richmond
Straughan, Ayesha Leigh.....	Brokenburg	Spottsylvania
Straughan, Marion Lisson.....	Brokenburg	Spottsylvania
Sydnor, Nora Lee.....	Warsaw	Richmond
Swift, Marian Gage.....	Fredericksburg	Spottsylvania
Taliaferro, Foster Elizabeth.....	Warsaw	Richmond
Tanner, Grace Kinnier.....	Roanoke	Botetourt
Taylor, Vesta Virgilia.....	Newport News	Warwick

NAME	ADDRESS	COUNTY OR CITY
Thomas, Mary Urquhart	Holden, W. Va.....	Logan
Thomasson, Mary Eliza.....	Richmond	Henrico
Thompson, Anne Mabel.....	Ashland	Hanover
Towles, Annie Elberta	Merrypoint	Lancaster
Trevvett, Emilie Robinson.....	Richmond	Henrico
Trible, Emeline Christian	Dunnsville	Essex
Turner, Margaret Hyslop.....	Painter	Accomac
Underhill, Sarah Amanda	Melfa	Accomac
Vaughan, Cora Richerson	Mica	Caroline
Waller, Lou Ella.....	Charlie Hope	Brunswick
Walton, Ruby Thelma	Glen Allen	Henrico
Ware, Lucy Budd.....	Tappahannock	Essex
Warren, Iola Caroline.....	Appleton, S. C.....	Barnwell
Warren, Maude Lynne.....	Appleton, S. C.....	Barnwell
Waterfield, Mary Alice.....	Pungoteague	Accomac
Webb, Estelle Ivy.....	Lee Hall	Warwick
Weedon, Frances Broderick.....	Washington, D. C.....	
Wenger, Mary Evaline.....	Screamersville	Spottsylvania
Wheelhouse, Bessie Margaret....	Church Road	Amelia
White, Eva Myrtle.....	Tabb	York
White, Mary Bowie.....	Whites	Caroline
Wilkins, Lucy Virginia.....	Herndon	Fairfax
Williams, Emma Lou	Powcan.....	King and Queen
Williams, Margaret Augusta	Fredericksburg	Spottsylvania
Willis, Elvia Annette.....	Lacrosse	Mecklenburg
Wood, Grace Margaret.....	Somerset	Orange
Wood, Hazel Elizabeth.....	Mulberry Island	Warwick
Woodward, Bettie Purkins	Saluda	Middlesex
Woolard, Jennie Grey.....	Washington, N. C.....	Beaufort
Yates, Carolena Elizabeth.....	Alexandria	Alexandria
Young, Jessie Ophelia.....	Atlee	Hanover

Former Graduates

1913

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Bartenstein, Katherine.....	Teaching.....	Bowling Green, Va.
Billingsley, Elizabeth L.....	Teaching.....	Clifton Forge, Va.
Broadus, Lottie L.....	Teaching.....	Reedy Church, Va.
Chesley, Mary E.....	Mrs. Frances Rowe.....	Fredericksburg, Va.
Chilton, Alice.....	Mrs. Vivian Chowning.....	Lancaster, Va.
Coleman, Elsie.....	Teaching.....	Emporia, Va.
Daniel, Helen L.....	Teaching.....	University, Va.
Deidrich, Anna E.....	Mrs. Jackson.....	Waverly, Va.
Kennedy, Fannie.....	Teaching.....	Mineral, Va.
Kennedy, Lucy.....	Teaching.....	Mineral, Va.
Lord, Ruth Helen.....	Teaching.....	Richmond, Va.
Lyne, Buford K.....	Mrs. Julian Herndon.....	Raleigh, N. C.
Marye, Nettie C.....	Teaching.....	Richmond, Va.
Nicholas, Annie F.....	Teaching.....	Newport News, Va.
Nicholas, Margaret M.....	Teaching.....	Scottsville, Va.
Norris, Sallie W.....	Teaching.....	Scottsville, Va.
Perry, Ellen P.....	Teaching.....	Richmond, Va.
Raiford, Julia A.....	Mrs. Urquhart.....	
Scrimger, Bertha.....	Teaching.....	Richmond, Va.
Taylor, Ethel L.....	Teaching.....	Fredericksburg, Va.
Willis, Virginia Isabel.....	Teaching.....	Newport News, Va.
Wilson, Gay Vaughan.....	Teaching.....	Lignum, Va.
Wortham, Mary I.....	Teaching.....	Richmond, Va.

1914

Ashley, Beatrice L.....	Teaching.....	Orange, Va.
Deierhoi, Mary C.....	Teaching.....	Richmond, Va.
Finney, Alice L.....	Teaching.....	Northampton, Va.
Garth, Jane L.....	Teaching.....	Roanoke, Va.
Graves, Jean F.....	Teaching.....	Richmond, Va.
Graves, Julia.....	Teaching.....	Bedford City, Va.
Hill, Flora M.....	Teaching.....	Atlee, Va.
Lankford, Emma.....	Teaching.....	Franktown, Va.
Mastin, Graham.....	Clerical Position.....	Washington, D. C.
Nash, Ethel H.....	Teaching.....	Fredericksburg, Va.
Perrin, Lelia M.....	Mrs. C. W. Sale.....	Fredericksburg, Va.
Post, Ruth Anita.....	Teaching.....	Caroline Co., Va.
Scott, Annie L.....	Mrs. Robt. Jones.....	Cape Charles, Va.
Von Hofsten, Clara L.....	Teaching.....	Richmond, Va.
Walker, Susan D.....	Teaching.....	Lynchburg, Va.

1915

Brooking, Jane S.....	Teaching.....	Hopewell, Va.
Barber, Murial D.....	Teaching.....	Pittsburg, Pa.
Bolen, Virginia.....	Teaching.....	Caroline Co., Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Birmingham, Alva	Teaching	Hopewell, Va.
Bradford, Joyce E.	Teaching	Keller, Va.
Broadbuss, Effie V.	Teaching	Williamsburg, Va.
Burruss, Nannie P.	Teaching	Lahore, Va.
Carter, Annie E.	Teaching	Orange, Va.
Carter, Ruth R.	Teaching	Caroline Co., Va.
Chenery, Elizabeth	Mrs. Laurence Riker	Ashland, Va.
Clarkson, Ruth	Mrs. ———	
Coleman, Mary T.	Teaching	Chester, Va.
Craig, Lillian	Teaching	Augusta Co., Va.
Dannehl, M. Theresa	Teaching	Hopewell, Va.
Detwiler, Beulah M.	Business	Washington, D. C.
Gardner, Helen C.	Teaching	
Gibbs, Edna L.	Teaching	Northampton Co., Va.
Gouldman, Sarah	Teaching	Orange, Va.
Henley, Louise	Teaching	Richmond, Va.
Harrell, Mary F.	Teaching	Petersburg, Va.
Harris, Annie M.	Teaching	
Hiter, Fannie W.	Teaching	Caroline, Va.
Hughes, Martha S.	Teaching	Earlanger, Lexington, N. C.
LaCross, Janet M.	Home	Hampton, Va.
Lewis, Julia Louise	Teaching	Fredericksburg S. N. S.
Linthicum, Belmar	Teaching	Richmond, Va.
Lynch, Theresa Inez	Training for Nurse	Philadelphia, Pa.
McDonnell, M. E.	Teaching	Spottsylvania Co., Va.
Northrop, Helen M.	Mrs. Chas. Rose	Bronxville, N. Y.
Ninde, Elizabeth R.	Teaching	Richmond, Va.
Parker, Nannie Waller	Business Course	Richmond, Va.
Pearce, Rachel R.	Deceased	
Riker, Marnorie	Teaching	Petersburg, Va.
Raiford, Alma Lucile	Business	Oceanview, Va.
Rawlings, Lucile L.	Teaching	Richmond, Va.
Rice, Julia L.	Teaching	Centercross, Va.
Rice, Charlotte	Mrs. E. C. Pusey	Heathsville, Va.
Russell, Elizabeth	Teaching	Richmond, Va.
Sayre, Margaret	Teaching	Clifton Forge, Va.
Sacrey, Margaret	Mrs. Ward Freeman	Fredericksburg, Va.
Seay, Rosalie Maude	Teaching	Cape Charles, Va.
Spindle, Sarah B.	Teaching	Alexandria, Va.
Tanner, Grace	Teaching	Fredericksburg S. N. S.
Tennis, Norrine		
Torbert, Nannie D.	Mrs. Alonzo Kelly	Richlands, Va.
Warren, Alice E.	Teaching	Northampton Co., Va.
Wood, Elsie A.	Mrs. Fred G. Rice	Washington, D. C.

1916

Atkinson, Mattie Mae	Teaching	Arcadia, Fla.
Beazley, Grace F.	Teaching	Cape Charles, Va.
Bruce, Sarah E.	Teaching	Spottsylvania Co., Va.
Cluverius, Ula H.	Teaching	Bristol, Va.
Dowdy, Virginia D.	Home	Cumberland, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Duval, Lucy L.....	Teaching.....	Richmond, Va.
Hammerly, Jesse M.....	Teaching.....	Alexandria, Va.
Harrison, Nancy C.....	Teaching.....	Broadnax, Va.
Haynie, Virginia.....	Teaching.....	Clifton Forge, Va.
Holleman, Marjorie.....	Mrs. T. E. Dukes.....	Suffolk, Va.
Hess, Caroline W.....	Teaching.....	Charles City Co., Va.
Hundley, Mae M.....	Teaching.....	Urbanna, Va.
James, Emily M.....	At Home.....	City Point, Va.
Jenkins, Genevieve.....	Teaching.....	Cambridge, Md.
Lawrence, Charlotte.....	Teaching.....	Richmond Co., Va.
Leitch, Mary S.....	Teaching.....	Carson, Va.
Matthews, Lenora L.....	Teaching.....	Gholsonville, Va.
Mills, Julia D.....	Mrs. Riedel.....	Ashland, Va.
Perrin, Miriam.....	Teaching.....	Bowling Green, Va.
Quinn, Emard.....	Teaching.....	Henrico Co., Va.
Robertson, Thelma.....	Teaching.....	Suffolk, Va.
Renfro, Kate M.....	Teaching.....	Bowling Green, Va.
Rice, Mary B.....	Teaching.....	Onley, Va.
Scott, Bertha W.....	At Home.....	Amelia C. H., Va.
Shields, Josephine.....	Teaching.....	Roanoke, Va.
Smith, Elizabeth J.....	Mrs. Willard Hutchinson.....	Metuchen, N. J.
Taylor, Ina T.....	Teaching.....	
Towles, Helen B.....	Teaching.....	Near Washington, D. C.
Travis, Minnie L.....	Teaching.....	Caroline Co., Va.
Turner, M. Thelma.....	Teaching.....	Richmond, Va.
Ward, Marie Olga.....	Mrs. H. B. Holmes.....	St. Wadsworth, N. Y.
Wright, Laura M.....	Teaching.....	Richmond, Va.

1917

Bailey, Anna C.....	Teaching.....	Montross, Va.
Ballard, Abbie.....	Teaching.....	Stafford Co., Va.
Bargamin, Daisy E.....	Teaching.....	Norfolk Co., Va.
Berry, Effie G.....	Teaching.....	Bowling Green, Va.
Biscoe, Mamie L.....	Teaching.....	Riovista, Va.
Boggs, Lucile H.....	Business.....	Washington, D. C.
Bowles, Sadie M.....	Teaching.....	Cumberland Co., Va.
Brewington, Maria.....	Teaching.....	Weems, Va.
Broache, Bessie B.....	Teaching.....	Clarendon, Va.
Browne, Mabel P.....	Teaching.....	Ashburn, Va.
Brown, Mildred L.....	Teaching.....	Phoebus, Va.
Carter, Elizabeth C.....	Business.....	Washington, D. C.
Carter, Edna E.....	Teaching.....	Garrisonville, Va.
Coghill, Hermine V.....	Teaching.....	Dunnsville, Va.
Connellee, Mary Ball.....	Teaching.....	Temperanceville, Va.
Cralle, Roberta W.....	Teaching.....	Warrenton, Va.
Dix, Margaret Virginia.....	Teaching.....	Irvington, Va.
Ellis, Lyda M.....	Teaching.....	King and Queen Co., Va.
Ellis, Mildred I.....	Teaching.....	Machiponga, Va.
Eubank, Nancy B.....	Teaching.....	Newtown, Va.
Flippen, Leam B. Snow.....	Teaching.....	Sparta, Va.
Finegan, Elizabeth B.....	Teaching.....	Newport News, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Ford, Ruth I.	Teaching	Newport News, Va.
Fox, Carrie C.	Teaching	Oaklawn H. S., Va.
Goodman, Nannie D.	Teaching	Greenbackville, Va.
Harwood, Mary Rebecca	Teaching	Alexandria Co., Va.
Herndon, Martha F.	Teaching	Richmond, Va.
Hutcheson, Ilus	Teaching	Rockville School, Va.
James, Anne McGregor	Mrs. G. A. Vaden	Whitestone, Va.
James, Margaret T.	Mrs. Savage	Bellehaven, Va.
Kidd, Mary Tyrold	Teaching	Newtown, Va.
King, Ruth G.	Teaching	Broadnax, Va.
McKann, Elsie W.	Teaching	Churchview, Va.
Messick, Rachel	Teaching	Whitestone, Va.
Michie, Lillie L.	Teaching	Charlottesville, Va.
Millner, Eugenia C.	Teaching	Norfolk Co., Va.
Moncure, Anne E.	Teaching	Alexandria, Va.
Morton, Edna W.	Teaching	King George, Va.
Matthews, Viola V.	Teaching	Palmer Springs School, Va.
Nash, Mayble Ada	Teaching	Warsaw, Va.
Oliver, Ruth	Teaching	Norfolk Co., Va.
Payne, Lucy	Postgrad. Stu.	Fredericksburg S. N. S.
Pippins, Brancis	Teaching	Richlands, Va.
Powell, Ada Pearl	Teaching	Hampton, Va.
Richardson, Mary M.	Teaching	Spottsylvania Co., Va.
Roberts, Blanche W.	Teaching	Ballston, Va.
Roberts, Lillie F.	Teaching	Mangohick H. S., Va.
Rogers, Corrinne L.	Teaching	Southampton Co., Va.
Scott, Ina E.	Teaching	Isle of Wight Co., Va.
Shuman, Lois M.	Teaching	Caroline Co., Va.
Smith, Ethel J.	Teaching	Caroline Co., Va.
Smith, Mary Frances	Teaching	Henrico Co., Va.
Spindle, Josephine C.	At Home	
Stoneham, Lucy Blanche	Teaching	Lancaster Co., Va.
Saunders, Gertrude P.	Teaching	Myrtle, Va.
Vandegrift, Amy E.	Teaching	Norfolk, Va.
White, Gertrude W.	Teaching	Alexandria Co., Va.
White, Margaret I.	Teaching	Augusta Co., Va.
Willson, Susie E.	Teaching	Henrico Co., Va.
Woody, Lucile R.	Teaching	Crewe, Va.
Wright, Judith Augusta	Teaching	Jarratt, Va.

NOTE.—Our graduates are requested to notify us of errors in above lists, that they may be corrected in the next catalogue.

State High School Course

REQUIREMENTS FOR A FIRST-GRADE (FOUR-YEAR) HIGH SCHOOL

(Effective from and after July 1, 1916)

1. In addition to the principal, the full time of at least two teachers must be given to the teaching of high-school subjects.

2. At least three teachers must give their entire time to instruction in the elementary grades, and where the number enrolled in the elementary grades exceeds one hundred, one additional teacher must be provided for each thirty-five additional pupils.

3. A minimum of two periods (80 minutes) each day must be given by the principal to observation and supervision.

4. A standard system of records shall be kept, in permanent form, of the work of each pupil in the school.

5. When the texts selected for use in science are those indicated in the list of high-school text-books as requiring laboratory, ample laboratory equipment and laboratory instruction must be provided.

6. All teachers in the high-school department must hold certificates authorizing them to teach the subjects, or grades, which are assigned to them.

7. Teachers holding second- and third-grade certificates, and teachers without experience, holding high-school certificates, shall not be allowed to teach in the elementary department of the high school.

8. No school shall be accredited where, in the opinion of the inspector, the physical conditions of the building are such as to endanger the health of the pupils, or interfere with efficient instruction and supervision.

9. An enrollment of not less than thirty-five pupils must be maintained in the high-school department.

10. Not less than sixteen nor more than eighteen units shall be required for graduation. The units shall be distributed as follows:

English	4
Mathematics	2
History (U. S. History and Civics)	1
Science (In rural schools, Agriculture)	1
Electives	8
<hr/>	
Minimum total.....	16
Maximum total.....	18

NOTE.—No exceptions to or modification of these requirements will be allowed except in those schools where financial and educational conditions are so unusual as in the opinion of the Department of Public Instruction to warrant the making of special provisions for them. In each case, however, any and all exceptions to the requirements must be approved in advance by the Department of Public Instruction.

The above division of units is in accordance with changes made by the State Board of Education August, 1917.

EXPLANATIONS AND SUGGESTIONS

1. It should be remembered in reading the above unit values that the standard unit *in time* is five forty-minute periods per week for thirty-six weeks. In the sciences requiring laboratory and field work, in the business course and in manual training, an eighty-minute laboratory period is required as the equivalent of a forty-minute recitation period, and a minimum of two eighty-minute laboratory periods per week must be given to each subject requiring laboratory work.

2. The choice of electives from the group should be made by the principal, in harmony with the views of the division superintendent and local school board. The term "elective" does not imply that the subject should be selected by the student. Whenever a school has a faculty more than sufficient to teach thoroughly the minimum number of units required, other subjects may be selected from the elective group. It is recommended that this be done only when the faculty is amply large.

3. In the rural high schools, one unit in agriculture (with laboratory and field work) is required, and, as a companion-course to agriculture, we strongly advise domestic science for the girls.

4. In those schools where domestic science is taught without laboratory, it is expected that the teacher will assign to the pupil a sufficient amount of laboratory work to be done by the pupil at home to satisfy the requirements for one unit in this subject. The pupil, however, must keep in her laboratory book a complete record of all work done out of school, which record must be approved by the teacher before credit can be given.

5. Credit will be given for all home, field, and club work in agriculture done by the boys either during school term or in vacation, and all home and club work in domestic science done by the girls either during school term or in vacation, provided a complete record of the work is kept by the pupils, and this record is approved by the agricultural demonstrator, the domestic science supervisor, or the domestic science teacher.

6. If First-Year Science (Snyder) and General Science (Clark) are used they should always be given in the first year of the science course, and under no conditions should First-Year Science (Snyder) and physical geography be given in the same course.

7. If any foreign language is chosen, we advise that it be taught throughout two years. While each of the foreign languages included in this course of study may have a full unit of time allotted it each year, it is questionable whether a high school with less than four teachers devoting all of their time to high-school instruction should attempt to teach more than one foreign language. It certainly is not advisable for a student to begin two foreign languages in the same year.

8. It is hoped that every teacher of English will stress, as far as possible, the study of Southern literature and Southern authors. Pupils should be specially encouraged to follow this line of reading and to familiarize themselves with the lives of the more famous writers. In order to assist teachers in this work a list of suggested readings in Southern literature appears in the appendix of this publication, immediately after the list of English classics. Due credit will be given pupils whose teachers substitute these selections for the regular or prescribed college entrance readings.

9. In the business course no pupil should be allowed to take typewriting and stenography until the third year of the high school. Penmanship and business arithmetic may be given in the first two years of the high school and should also be given, with less frequency, in the last two years.

Application for Admission

STATE NORMAL AND INDUSTRIAL SCHOOL FOR WOMEN FREDERICKSBURG, VIRGINIA

1. Applicants for admission will please fill out this blank form, in their own handwriting, and forward it to the President of the School as early as practicable.

2. Prompt attention to this is urged in order to have a room in the dormitory reserved.

3. It is advisable that all applicants write the President of the School, stating fully the schools they have attended, and the work they have completed.

4. Mail this blank to

E. H. RUSSELL, *President*,
Fredericksburg, Va.

Date....., 19...

1. Name 2. Age.....

3. Post-office

4. County

5. Name of parent or guardian.....

6. (a) What school did you last attend?.....

(b) Are you a graduate?..... (c) If not, number high-school sessions completed

7. Do you hold a teacher's certificate?..... 8. Grade.....

9. Have you taught?..... 10. How long?.....

11. Is your health good?.....

12. Do you wish a room reserved for you in the dormitory?.....

13. Do you wish a State appointment entitling you to free tuition?

..... 14. If so, is it your intention to teach in the public schools of Virginia?.....

Free tuition is given a limited number of those who have taught or expect to teach in the Public Schools.

Name in full.....

If you wish a State Scholarship, have the Superintendent of Schools of your division sign the following:

I hereby recommend.....
for appointment as a State Scholarship student.

(Signed).....

Superintendent of Schools.

Application for Admission

STATE NORMAL AND INDUSTRIAL SCHOOL FOR WOMEN
FREDERICKSBURG, VIRGINIA

1. Applicants for admission will please fill out this blank form in their own handwriting, and forward it to the President of the school as early as practicable.
2. Complete attention to this is urged in order to have a room in the dormitory assigned.
3. It is requested that all applicants write the President of the school stating with the school they have attended, and the work they have completed.
4. Mail this blank to
E. H. Bassett, President,
Fredericksburg, Va.

1. Name 19.....

2. Age

3. Post-office

4. County

5. Name of parent or guardian

6. (a) What school did you last attend?

(b) Are you a tradesman? (c) If not, number high-school sessions completed

7. Do you hold a teacher's certificate? 8. Teacher

9. Have you taught? 10. How long?

11. Do you teach?

12. Do you wish a room reserved for you in the dormitory?

13. Do you wish a State appointment waiting for you to receive one?

14. I desire a room in order to teach in the public school of Virginia?

15. If you wish a State appointment, have the Superintendent of Schools of your division sign the following:

16. I hereby recommend for appointment as a State Schoolship student.

(Signed)
Superintendent of Schools

